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ABSTRACT

The purpose of this study was to determine and illuminate the relationship between setting and use at the Workshop Center for Open Education (City College of New York) as observed by participants, staff, and investigators. Data were collected during the academic year 1979-1980 by questionnaire, interview, and observation. The use of the Center since its inception in 1972 continued to evolve in reciprocity with its setting. In a typical day, staff at the Center gave tours, provided resource information, conducted classes and workshops, showed films, and arranged for new activities, in addition to answering correspondence and telephone queries. The Center was used by a variety of groups for overlapping reasons: teachers, students, City College faculty, Center staff, and by parents, principals, and administrators. Since the range of facilities at the Center defied singular use, a complex pattern of actions and reactions was found among users. The dense setting made browsing, observation, and interaction the prime uses of the Center. Participants experienced themselves as whole, active people engaged within a setting they perceived as authentic, and interpenetrating of people, action, and reflections. Appendices include study methods and procedures, the questionnaire and responses, and summaries of funding sources, use statistics, and staffing. (FG)

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AN EXPLORATION OF RELATIONSHIPS BETWEEN USE AND SETTING IN A TEACHERS' CENTER

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Introduction

The purpose of our study has been to illuminate the relationship between setting and use in an experienced teachers' center, the Workshop Center for Open Education. We began the study with the idea that having a 'center,' a more or less permanent *place*, affects the activities and experiences that occur within it. It seemed likely, for example, that workshops and courses -- previously taught in temporary and usually barren spaces -- were affected by being offered in the richer setting of the Center. We saw that individuals had more and different choices about their use, including possibilities for independent use, than they did in the usual classroom or workshop setting. We expected to find that a major effect of the setting on use was the increasing diversification and differentiation in use among groups and individuals. New uses had emerged as the setting accumulated resources, staff, activities, participants and their work, and as people became more involved. The setting in turn was affected by these uses. Uses that developed revealed new aspects of the setting, new possibilities that could be made available to all participants, leading to yet further diversity in their use. Use contributed to building up the setting. Thus we conceived setting and use as reciprocal, emerging in relationship to each other.*

By focusing on what is a fundamental feature of most teachers' centers, the fact of physical continuity and centralization, we also intended to illuminate the issues involved for the Workshop Center and for other centers working towards self-definition and self-understanding as a facility. How does it come about, we asked, that a center establishes and continues to develop an identity, a visible continuity and presence, that expresses, encourages, and releases the possibilities inherent in being truly a *center*?

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* This conception also underlies our prior study of the effects of changes in school setting on the development of curriculum by teachers and children. In this sense, the current study is an extension of our work on "continuity and curriculum." See Alberty and Weber, 1979.

To study this topic we documented setting and use at the Workshop Center through observations, questionnaires, interviews and records. The study procedures are described in Appendix A. The procedures, including those for analyzing what we gathered, have been largely descriptive. Descriptive methods seemed particularly suited to the contextual, experiential, complex phenomena that interested us. They also promised to maintain an immediacy with respect to our intended audiences, and this has certainly been the case with the Workshop Center audience. We hope it will be so for other teachers' centers.

Of course the experience and history of every center is particular to that center. Centers have different contexts of beginning, different roots locally. Over time differences in history, use, and participation result in great individuality among centers. The basis of the relevance to other centers of Workshop Center experiences obviously lies in what is common to centers rather than in their particularities. For the topic of the relationship of setting and use perhaps the most important commonality we can cite is that most teachers' centers do have permanent spaces that function as 'centers' for their many activities. Having a place is one of the novel features of teachers' centers, distinguishing them in part from other forms of teacher support and development, including the one-time workshop for which material is specifically gathered and carried in boxes or bags to one or another temporary location.

Centers are also alike in that their beginnings, though different, inevitably influence what follows. Like other teachers' centers, the Workshop Center faced at its beginning the question of what the significance of having a place might be -- What would enable the place to become truly a center? How does a center establish an identity and a presence that draws school people to it? Awareness of the implications of beginning points and, in the instance of this topic, of what can be done in the new permanent place was not a full-blown understanding at the outset for the Workshop Center, nor could it be for any center. Our analysis of setting and use during this study has brought our attention and awareness to aspects of the Workshop Center, for example, that have been developing from the Center's first years. For all centers, awareness of possibilities inherent in what is already being done continues to grow as experience continues.

Another beginning point is shared. Teachers' centers historically emerged from a critique of existing school and teacher education practice. This

historical context informs the intent, shared by many centers, to be useful to teachers by new means and in new ways, ways that *enact* respect for teachers' professionalims. This intent is of consequence to the topic of the study because from it derives the aim of many centers as well as the Workshop Center to develop diverse uses responding to individual needs and purposes of participants.*

The Workshop Center is an established teachers' center that has been developing setting and use for a long time. Its experience offered rich possibilities for studying the relationship between these two. Its commonalities with other centers are the basis for this study to be of interest to them.

ORGANIZATION OF THE REPORT: EMERGENT POINTS OF DISCUSSION

The information gathered for the study focuses on the setting and use of the Workshop Center as it exists now, but what exists now reflects an unfolding of beginning intentions and circumstances, and of participation, over many years. Thus, we preface the report and analysis with a brief account of this historical framework as it relates to the study issues. Description of a 'typical day' and a summary of differences in use that have developed among different groups of users of the Center form additional framework for the subsequent discussion. Differences in use among groups of users was projected in our proposal as one of the main issues for analysis. The issue was superceded, however, and is placed here as a first analysis.

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* Additional discussion of the common antecedents of teachers' centers in the American experience can be found in Weber and Dropkin, 1973, pp. 15-16.

The main discussion is in two parts. The first is a description, analysis, and explication of the data that led us to dual conceptions of interpenetration of use and density of setting as major effects of this relationship. Subsequent discussion draws on these conceptions and additional data to analyze two further levels of this relationship at the Workshop Center: the authenticity of the setting and its reciprocal in use, participants' sense of being whole, real persons in the setting; and the mutual effects of Center rationale and participants' active decisionmaking and construction of response to their needs.

The decisions about the significant points around which to organize and report our findings reflect understandings that emerged in the course of the study. In two instances especially, our understanding of the Center and the study problem evolved so far beyond what we had understood at the time of our proposal that it has affected fundamentally our analysis and discussion.

One of these instances is the question of the Center's 'open education orientation,' about which we asked directly on questionnaires and in interviews. From the responses we learned that the questions did not reflect actual use of the Center. It became apparent, as we examined our assumptions, that the questions derived from an earlier formulation and did not even reflect the Center's current rationale on use. Naturally this affected our analysis and reporting. The 'open education' question is dealt with in the context of participants' perception of the role of the Center's broader rationale in the last part of the report.

The formulations about use were also changed in the course of the work. Among the things we had planned to emphasize was what we thought would prove to be increasing diversification of participants' uses. We asked people about different uses they made of the Center and they did indeed respond with accounts of a wide range of different uses and sequences of use. We found, however, that these different uses were not perceived by participants themselves as discrete or isolated occasions (and in this sense clearly different from each other) motivated by a series of specific one-time needs. Participants saw their uses as complexly rather than linearly interrelated. They also thought of the Center setting as a whole rather than as discrete resources or responses.

These accounts focused our attention increasingly on the phenomenon of the *interpenetration of uses* that occurs over time in the continuous (permanent) and centralized setting. We came to see that past activities remained to permeate new ones, that different perspectives of individuals and different groups of users influenced each other. We will be describing these and other ways of interpenetration at length. We came to see that diversification of use for any individual was actually an aspect of interpenetration of use. We discuss this aspect under the rubric *personal configuration of use*. We saw how interpenetrating uses were retained in the setting and became part of its increasing *density*, a density that in turn fostered greater interpenetration and diversification of use. These formulations -- interpenetration and personal configuration of use; density of setting -- went beyond our original conception of diversification of use and have become the major organizing points of our discussion. They have led further to our re-thinking the role of the person in the setting, the nature of responding to needs within the setting, and the effects of persons on the rationale embodied in the setting.

These changes have complicated reporting. We have not been able simply to summarize the information we gathered according to prior formulations. The changes were themselves part of the effects of use on the setting and thus we sought ways to include the process of correction of the prior formulations by the new information. We have also been concerned to give readers some direct access to the data and have done so by quoting from it to illustrate specific points.* Thus our report interweaves history, reporting, analysis, and interpretation.

DEFINITIONS

For working purposes we defined setting as comprising but transcending particular materials, arrangements, programs, participants, uses, and staff. The setting was characterized by continuities of location and visual presence,

* Selection of quotations was on the basis of representativeness of the body of responses and, within that context, of succinctness and directness of statement. Some quotes are used more than once, not because they are unique but because they carry more than one implication and are effective statements of experiences described by many participants. The source of quotes is indicated as follows: (I) = interview, (Q) = questionnaire, (O) = observation.

of activity, person, and relationship. This definition has been much enriched but substantially unchanged by the study. As already mentioned, we were very impressed with participants' appreciation of the wholeness of setting. They seemed to experience the place as if it were a living, integrated entity. The analysis of the support proffered by the setting for interpenetrated use led us to the further idea of density of setting and to the imagery of fabric. Though not an entirely exact metaphor (because it suggests both finish and passivity), 'fabric' does serve to conjure up certain characteristics of the setting that came through the data: the qualities of interwoven color and texture and of capacity to be shaped by the user according to his or her needs and purposes.

We initially took as inclusive a view of use as we did of setting but our definition of use has been subject to greater re-thinking. We began by defining use as any way in which a user related to the setting. Use could then be considered in relationship to either of the two terms, user or setting. Considered in relationship to setting, use could be differentiated according to *aspect of the setting used.* Thus, attendance at scheduled events was considered different from independent use; participation in workshops was different from giving workshops; immediate participation was different from receiving publications; and so on. In practice, this definition of use by aspect of the setting was too limited and even discrepant with the nature of what participants were reporting and what we observed as their diverse and multiple uses. The data allowed us to break through this definition to the conception of interpenetrated use, which is the major subject of our report. We rely on our description of a typical day and on the description of interpenetration and personal configuration of use to suggest the many uses of aspects of the setting that went on.

In considering use *as related to user* the situation was somewhat different. Users or participants were defined as all those who related to the Center in any way. Users were grouped into: City College faculty, staff, and students; inservice and preservice teachers; paraprofessionals; parents; principals; current staff; children; visitors and researchers; former advisors and staff; friends and colleagues; etc. Confounding our efforts to classify uses according to groups of users was the fact that individual members in all of these groups might 'use' materials or might participate in the interactive

possibilities of the setting. They might even use them in apparently similar ways. Also, there was considerable cross-over among groups of users: teachers were former students; faculty members were former teachers who had used the Center; principals had attended the Summer Institute as students; staff were also parents. The data directed us to a different way of describing use: the idea of configurations of use. The section of the report titled "Uses by Different Groups of Users" describes configurations of use by groups. A later section contains a discussion of personal or individual configurations of use.

Framework and first analysis

Three structural elements of the framework for discussing interpenetration of use and density of setting are presented in this section. They are based on documentary and descriptive material gathered for the study. The first piece contains the relevant historical material -- the purposes and actual context of the Center's beginning and how some of the implications of these for setting and use were drawn out over time. The second piece is a composite observation designed to offer the reader some sense of the actuality of use and setting, its concrete, colorful, daily occurrence. The third piece adds to this a brief indication of the distinctive aspects of use by different groups of users.

HISTORICAL FRAMEWORK*

The Workshop Center was set up in 1972 to serve the diverse needs of people from various groups within the education field.

> *We want our facilities and services to be used equally by all the participants in the educational process--teachers, paraprofessionals, administrators, principals, teacher trainers, supervisors, parents, grandparents, community leaders.* (Title III Continuation Proposal, 1973, p. II-B-1)

The Center was intended to support the continuity of development of teachers already engaged in change; to support teachers' beginning efforts to improve the learning climate of their classrooms; to support all other workers in schools; and to be a facility useful to City College faculty and students. The Center was intended to serve those working in the supported, community situations of the Open Corridor program as well as those working in non-supported, isolated schools.

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* This section is based on Center documentation--including calendars, proposals, reports, and publications--and on interviews with current and former staff. Appendix C contains summaries of funding sources, statistics of use, a representative staffing, publications, and public and internal calendars, which suggest the scope and character of the program. An annotated list of Center documentation on p. 87 cites relevant discussions of aspects of Center history.

At this beginning point the Center drew on prior experiences in several arenas for its ideas on curricular inquiry, on what it had defined as its obligation to children and what constituted support of their learning, and on critique of the schools. It drew from, and was intended as an extension of, experience in the Open Corridor program, begun in the public schools in 1967. Advisors in that program had accumulated experience through workshops they had offered the teachers with whom they worked in the schools. It drew from, and was intended to provide a permanent home for the curricular experiences offered in the City College Summer Institute, an intensive all-day 3-week curricular theory and inquiry program held at the Center annually. It drew from and was intended to expand the City College master's program on 'The Child and the Individualized Curriculum.' The Workshop Center was planned to be a relatively permanent setting that would 'centralize' resources, activities, experiences and interactions previously embedded in the Corridor program, the Summer Institute, and the graduate program.

The implications of differences between the prior settings and the new center were not clear in 1972. In the Open Corridor program advisors were assigned to work over time with teachers in their classrooms and schools. In the school setting help to teachers generally started around their questions about classroom organization. Questions about curriculum were responded to with immediate reference to the individual context. How help for teachers at the Center might differ from help offered in the school was not fully worked out. The differentiation of the roles of advisor in the schools and advisor at the Workshop Center surfaced gradually. These and other differences that characterized the Center were reported on and analyzed periodically in reports to the Ford Foundation and the Rockefeller Brothers Fund (see Bibliography of Documentation). Another unknown was the planned extension of support to those in non-Corridor schools. The Center was to be open to all teachers and other school people in New York City. Many people would come from more isolated and difficult situations as well as from other grade levels than the Open Corridor schools generally represented. The implications of this more inclusive reach were not and could not be completely anticipated.

Clearly the setting and use of the Center were at first barely emergent. Focus was initially on centralization and continuity as the basis for development.

It was anticipated that the setting would become the framework within which diverse uses reflecting participants' needs could and would become evident. The actuality of how that would work was certainly not clear. Assumptions based on prior experience were the basis for first provisions and arrangements. However, neither prior experience nor rationale predicted the details of arrangements, program, selection of materials, storage, calendar, or what the diverse uses would be. What sorts of materials would be needed by teachers? What would be the uses and the limitations of particular materials and resources? What is independent work? What arrangements would make resources flexibly and easily available for a variety of uses, according to individual need? What impact would such arrangements have on workshops? Should materials be locked up? Time was spent in thinking through the possibilities and rationale for different materials and activities -- how these related to the substance of curriculum as well as how they corresponded to particular classroom situations.

> One of the early staff members: ...nothing, *absolutely nothing came in here unless we sat around and talked about it: 'Now why the heck are we having these things here? I mean it's pretty and all that, but what else?' And so there were constant mini-workshops, discussing it.* (I)

Actual use clarified and specified participants' needs and interests, and suggested the kinds of materials and programs that would respond to these needs and interests. New and different needs came out. Staff found ways of supporting these through additions and adaptations of the setting, as well as through direct response.

> The early staff member continues: *What's interesting to me is when all that stuff was here and the Center finally opened, people would ask about those--'How d'you make this?'--so that gave us a clue as to how to begin to plan for the workshops. I remember (another staff member) came and brought a table full of foliage and stuff from her house and it was just so overwhelming and people started to ask her about it.* (I)

In their *First-Year Evaluation,* Chittenden et. al. commented on the course of adaptation during the first year:

> *Given the complexity of intended use for the Workshop Center, it is not surprising that the staff struggled with problems related to use during its initial year of operation. First was the problem of scheduling*

> *and organizing the workshops themselves.. Organizing and equipping (the) internal work space was of special importance to the staff, and they gave much attention to both obvious and subtle aspects of the problem....At the obvious, common sense level was the grouping of work areas for convenience and efficiency... Perhaps most subtle was the problem of organizing materials and equipment in such a way that they would not be regarded as displays but would instead 'invite' exploration and use.** (First Year Evaluative Study of the WCOE, 1973, pp. 6-8)

Staff assessment of the first year pointed to possibilties still only partially realized:

> *The transition from workshop to permanent center presented unexpected difficulties...The opportunity existed at the Center to utilize these preparations (for individual workshops) for more than the one-shot workshop. The preparation for one workshop could be used to add to the accumulation of material available for multiple uses -- for individual use defined by the needs of the individual, for the re-experiencing of the workshop experience by individuals as well as for group use in workshops. Workshop preparation efforts had to be reoriented to produce availability of materials at the Center from which selection could quickly be made for a specific workshop...The separate workshop pattern offered limited opportunities for inclusion of participants in preparation, organization, care and return of materials of the workshop for use by others...Within the Center other possibilities were evident, but difficult to realize. Availability was at first interpreted as availability for staff preparation of workshops....* (Weber and Dropkin, 1973, p. 18)

If participants were going to develop a rich independent use and identification with the Center, they had to be able to gather materials, use displays and other resources that had not been put out for specific workshops, get ideas and, generally, be able to *use* and *participate in* the place on their own.

Preoccupation with storage and access arrangements was one reason why outside consultants were used at first to give workshops. The consultants freed staff to focus on setting up. The staff needed time to adapt and develop workshops in the new context of possibilities created by a permanent

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* For clarification of what is meant by 'display,' see footnote, p. 33.

setting. Previously advisors had focused on school organization. The experience of the new Center staff, hired because of their content expertise, was largely with one-time workshops in settings that had to be prepared anew each time. Awareness that these experiences might be modified by the permanent setting and curricular aspect of the Center affected the choice of consultants. Consultants were selected who brought a current and extended view of deep questions in their disciplines, and who could set a frame of concern with the cutting edge of work on these questions. What are children trying to make sense of? What do adults need to experience, to know, in order to respond and serve as support for children's inquiry? Workshops given in this frame could allow staff to look further at how the setting might need to be structured in order to evoke participants' reflection on how the concrete experiences they were having related to these questions. Staff gradually began to take over more responsibility for workshops and tried different workshop formats. They also acquired a background of observation and thought about where the questions typically asked by participants lead, and how aspects of the Center interconnected to illuminate, extend, and enrich the questions.

As these changes evolved, Workshop Center staff began to see that relying on self-sufficient one-time how-to workshops, on the resourcefulness or 'dynamism' of specific workshop leaders or staff, would not be sufficient to release participants' interests and independent use. Such experiences, which certainly had their role, did not involve participants deeply in developing their own connections to materials and areas of inquiry.

Analysis of calendars shows that gradually scheduling changed too. At first workshop and other activities were scheduled simultaneously. As independent use grew parallel to scheduled activities, the workshops were reduced in number and were modified in other ways to make them more permeable to connection with independent work. Passing observation or more intense interaction then became part of the fabric of possibilities for participants, a fabric planned and prepared but specified by participation at the moment. Observation extended participants' view of what could be done in the setting; the possibilities for spontaneous interaction enriched an activity and the sense of community of use.

The idea of staff always *giving* workshops began to give way to having at least some staff simply available for conversation and consultation.

> *The continuing basic atmosphere and identity of the Center must be defined by its regular staff, joined by College faculty...and by expert teachers who have made their use of and contribution to the Center habitual...The browsing participant, the re-experiencing participant, the participant seeking deeper experience will only relate to staff that they identify with the Center. It is this context of continuity and identity that is needed to provide for the continuum from beginning teacher to teacher using the Center autonomously.* (Weber and Dropkin, p. 18)

During these periods staff were encouraged to pursue their own curricular interests sometimes, working with unfamiliar materials or extending expertise they already had, and to make these explorations visible for participants to observe or join. Such explorations would not only add to staff understanding, but would illustrate for participants the independent inquiry process and the interest of materials. In fact, visibility of all Center activities, including maintenance and clean-up, was considered essential in ensuring that visitors became real participants with a sense of familiarity and ownership, inviting further use.

> L. Weber, recalling early development of access:
> *T (a staff member) was working on the wheel, perfecting his own technique. The workshop that was scheduled began to assemble and a couple of them stopped and were watching T at the wheel. He was being very conscientious and was going to stop and go on to do the workshop. And I said, 'Oh no. Just keep on, because how are they ever going to see what goes on on the wheel unless you allow this observing, whether it's the workshop or not. This is part of their joining, to see you do your thing--and then in a few minutes, you can drop it when you come to a suitable point....' The point is that the only way in which you could have an expanding field of what was going on was if people were openly working and could be observed to be working openly.* (I)

There were other changes in staff role. Staff continued to offer their greater familiarity with the setting as part of the resources, but it became clear that their role could not be limited to servicing participants' requests. Participants had to be drawn into their own active use rather than stating a request and waiting for staff to fulfill it. The setting had to be developed in ways that would evoke participants' own activity in behalf of their learning and professional growth rather than engaging them solely in

selection of workshops or other activities with no further connection to the *place*.

> *...our first aim is to provide and extend the experience of the workshop (setting) itself as an alternative facility, that is, a facility whose own organization offers starting points for teachers seeking change.* (Title III Continuation Proposal, 1973, p. II-B-1)

Answering participants' inquiries, staff indicated the materials, books, displays or whatever they considered would be responsive to the participants' immediate requests or interests. With the setting prepared, the staff were freed from the burden of reorganizing the entire setting around each request, as if each were unique and separate. They did not need to present themselves as teachers in the didactic sense, even in workshops, passing on information and opinion. They did not need to hover. They could step back from their role as 'expert' and become facilitators of participants' use of the setting.

Participants were offered an initial view of what was there and were invited to select, combine, extend, and shape their own use. Staff could then join in conversation, inquiring further about the context of participants' requests, about the problems they were trying to address or what was going on in their classrooms. They could join participants, observing their selection and shaping of independent or group use with interest. In responding to participants, they did not need to reduce the complexity of what they had come to know about the materials or topics that participants raised by pre-selecting what participants could engage with.

In the prepared setting, staff were also able to take advantage of connections they observed in participants' work or, for that matter, in their own. By joining participants in use they could add to their understanding of the possibilities for use, since each participant's or group's use was different. They were not 'interrupted' or 'hassled' by the unexpected or 'accidental,' since these were viewed instead as learning occasions.

Closer connections with City College faculty and staff, and with students, were sought as a way of adding the uses and perspectives of different groups of users to the setting. Since they were on-site, they would create a casual, drop-in use that would encourage drop-in use

generally. They would be further resources to support inquiry, and for the development of new programs of use, established with a college standard of distinct requirements.

* * * *

Use has continued to evolve in reciprocity with the Workshop Center setting. Observation of use of the setting fed, and continues to feed, discussion of how to modify the setting -- including arrangements, program, resources, etc. -- so as to make it more responsive, more available to individual definition of need and determination of use. The account of changes in program and use described here is only partial, as seemed necessary to understand the main discussion. These and other changes are described in more detail in other Center documentation, listed at the end of the text.

A TYPICAL DAY

The Workshop Center is located on the ground floor of an old neo-Gothic building at City College in Manhattan. The corridor leading to the Center is a busy one, since it goes on past the Center to the City College cafeteria and to other offices and classrooms. Displays and overflow work from the Center cover the walls of the hall -- large mural exercises and other work by teachers from the Summer Institute; a wall-size Egyptian tomb painting by children, donated by a former advisor; articles in tribute to Piaget; a set of pictures and documents about work in schools and at the Center from the celebration of the Center's ten years; pages from a recent Center publication; etc. (During the Summer Institute, a wall was set aside for newspaper articles on science news, things to do in the City, important school issues such as busing.) The hall displays catch the eyes of passers-by who often stop to look and read, and sometimes come in to ask about the Center.

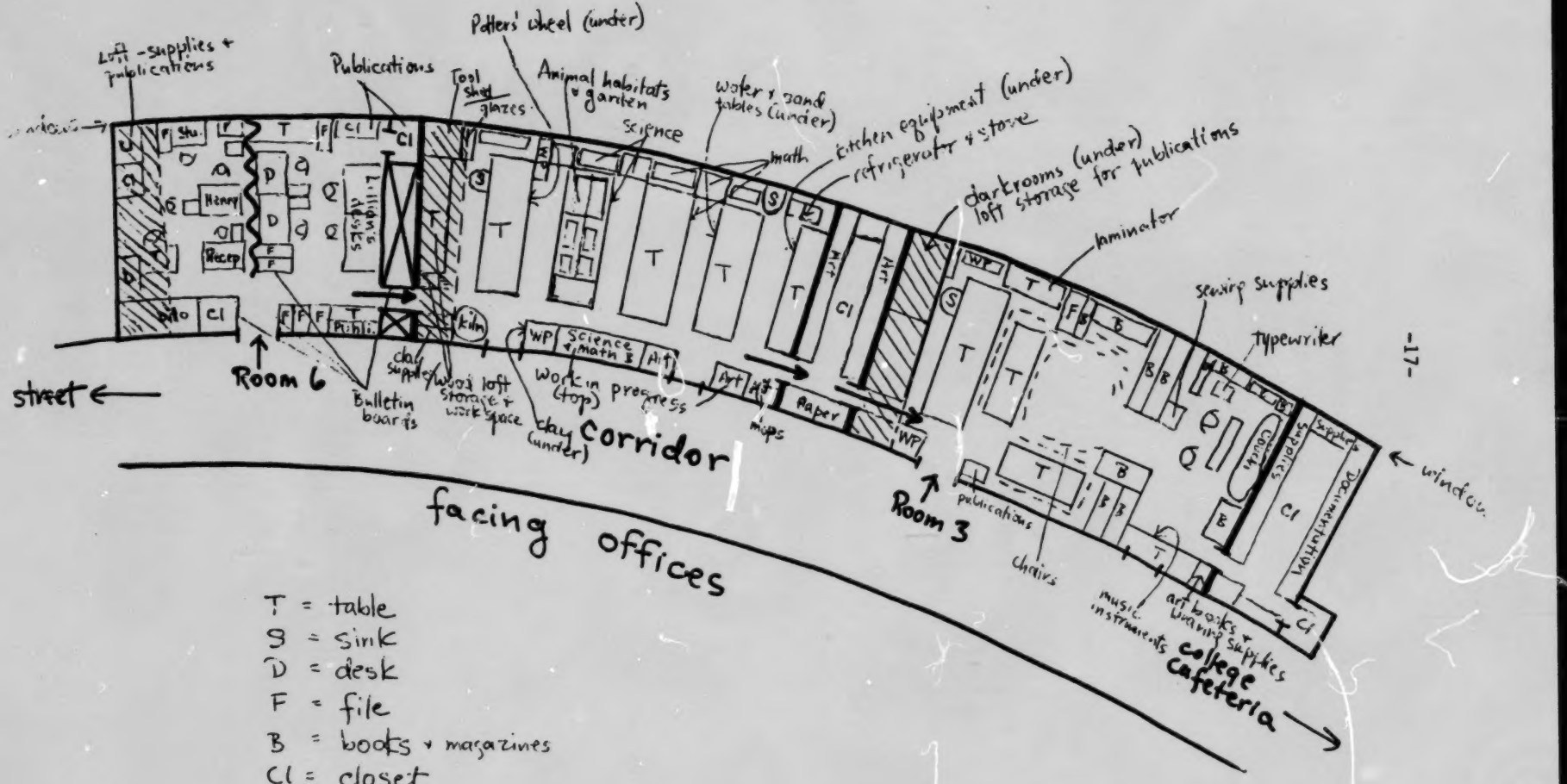
Nowadays most people enter through the office door, Room 6. Just inside the door, the entry is boxed in by files and cabinets on which are posted job openings, events, courses, and conferences of interest; current articles from English and U.S. papers on everything from specific schools to

testing to poems about N.Y.C.; and notes from friends overseas and out-of-town. The office is crowded with desks, chairs, files, supply closets, and a pile of to-be-opened supplies. It is lined with book shelves and covered with papers and more papers. Cartons of Center publications fill a loft and all available space beneath desks and tables.

At a desk is a student aide, processing new books for the Center's library. She asks the visitor to sign a register, next to which is a pile of Workshop Center calendars free for the taking.* Another aide processes publications orders. Lillian Weber, who, as Professor of Elementary Education at the College, is released part-time for her duties as Director of the Center, works simultaneously at answering mail, talking to another faculty member about accommodating a large class for clay work, and greeting a group of Puerto Rican visitors from New Jersey, with whom she will be meeting shortly. In the meantime, the group is given calendars and a publications list and urged to look around. (Earlier, at 9:00, Lillian had met briefly with Henny Wong, the Center's full-time staff member, who doubles as workshop staff and administrative aide, and me to fill us in on the National Consortium on Testing meeting she had just returned from and to plan the day.)

Having looked around the office, the Puerto Rican group trickles into the next room through a connecting door. They enter the Center proper, a railroad arrangement of two long, narrow, slightly-curved and two-storey-high former physics laboratories. In this, the middle room, four huge free-standing oak workbenches left from the earlier period cross the room at regular intervals while two more are set against each end wall. Walking down the aisle between the benches and the wall, one passes the woodwork area (surmounted by a hug wood storage loft) and tool storage on the left, and the kiln and clay work-in-progress shelves on the right. The next bench is taken up with two levels of animal habitats and terrariums, including a 7-year-old self-sustaining pond environment. Suspended from the ceiling is a bee hive and an X-ray of its interior, as well as other displays and evidences of teachers' work. The remaining benches in the room are clear on top but filled underneath with bins of

* The register and guest books show that about 3200 users, excluding class users, made some 8700 visits to the Center between Sept. 1979 and April 1980, while this study was in progress. These figures are typical of use since the Center's founding: annual use is generally 5000 users. (See Appendix C-Statistics of Use)



T = table
S = sink
D = desk
F = file
B = books + magazines
Cl = closet
P = chair
WP = work-in-progress shelving (not displays)

various art, math, and science materials, including sand and water tables on wheels. Overhead are clothes wires for hanging more work, a teacher- made geodesic structure of rolled newspaper, a display of fall leaves laminated in plastic. Shelves and cabinets along the wall contain science and math books--everything from the Nuffield series to books on nature in the city; science materials chosen to foster investigation of physical knowledge--pendulums and balances, lights and other means of optical exploration, etc.; math games, Cuisinaire rods, pattern blocks, etc.; and art materials ranging from crayons to silkscreens. This morning some papier mache masks made in yesterday's workshop are drying on one of the tables. At the far end of the room is a kitchen area with necessary cooking supplies and equipment.

While the Puerto Rican group is looking at all this, students in the daily Spanish conversation class walk through to the kitchen area where they will be doing a cooking activity.* Introductions between the two groups are made. The Puerto Rican group gradually moves into the next room. While the Spanish class goes on, Henny is working on preparing a tadpole breeding ground at the other end of the room. A student comes in looking to meet a friend and stops to watch Henny. Two student teachers come in wanting to learn how to use the kiln for their class project. Henny makes an appointment to talk with them later. The high school at City College calls with a question about working with some social work interns from another college. Henny takes a call from a teacher who has a sick turtle. Someone from the neighboring Day Care Training program comes in to schedule daytime and evening workshops, and also to discuss budget. Henny walks back down the hall with her to xerox on her machine an article on parent contribution that the Center wants to distribute.

The Spanish class leaves, having shared their cooking with the students and staff who are around. The Puerto Rican group has been meeting with Lillian in the far room. This room is entered from the kitchen area by passing through a walk-in supply closet. Just inside the far room are the Center's two dark-rooms, snuggled under another storage loft. Another laboratory bench stands in front of the darkroom and serves as photography workspace and also as a

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* Class sessions that took place at the Center this year numbered 131, including classes meeting once at the Center and those having all sessions at the Center. Class sessions are scheduled before 4 pm and after 6 pm. A special workshop course enables students to put together a course from workshops on the public calendar (held 4-6 pm). (See Appendix C-Internal Calendar)

reception-and-coffee area for those more public occasions when the Center is opened directly into this room (Room 3) from the hall. Beyond the bench the room is open and all the other furniture is movable. Two huge meeting tables and many wooden chairs are pushed back against shelves that contain the Center's library of books by children and children's literature; of child development and theory on reading, language, etc.,; of social studies materials; of art and music books; of periodicals such as *Natural Science, Principal,* and *Outlook.* At the far end of the room, in addition to the main collection of books, are shelves of musical instruments, a typewriter, materials for sewing and weaving, and another closet (storage of documentation, films, slides, some supplies and equipment). The walls are lined up to the ceiling with children's work; documents about schools and curriculums put together by teachers and parents; Summer Institute work; photographs of the spring institute at which Eleanor Duckworth spoke; Center publications. There is an impression of much to read, always something still unseen. The walls 'speak,' inviting careful attention, making suggestions.

During lunch, the Puerto Rican group, joined by an Israeli visitor, watches a film. Lillian leaves for some moments to return a call about arrangements for a workshop she will be doing at another teachers' center a month from now. Discussion of issues raised by the film continues over lunch. Afterwards, the group moves to the middle room to do some printing and woodwork, and to discuss the use of a rotting log brought in yesterday for another workshop. There is much browsing among books and displays, and constant discussion over the work.

Henny is in the office working on orders for new supplies and answering questions from a stream of students. Some of them have been asked by other professors to do projects at the Center. Another wants to borrow a xylophone for her work in school (against policy, with the usual exception made), and goes through the workshop in the middle room to get it. A potential applicant for the Summer Institute calls for information. Two students who've never been to the Center come with some math problems -- a friend had told them they could get help here. They look around, mingling with the Puerto Rican group, before taking out some math books. After a bit, they ask Henny for some materials mentioned in the books. He shows them where to find what they want, and asks what they are working on. It appears they are planning a lesson on measurement and Henny offers a few ideas and other things they might look at.

Towards the end of the afternoon the Center gets busier. The Puerto Rican group breaks up and gradually leaves after more browsing and buying some of the Center's publications. The student aides have gone off to class. In their place appear the leaders for the 4-6 pm workshop announced on the calendar, some high school students who've come to join the workshop, and teachers and student teachers who have been in school all day. A teacher volunteer is working in the office on the mailing list. The phone rings regularly and whoever is there answers. Henny goes back and forth constantly between the office and the workshop rooms, answering questions, getting materials, and talking with visitors. Lillian is back at her desk. A parent calls about arrangements for the parent breakfast meeting on Friday. Lillian stops a bilingual teacher passing through to share an account of what the Puerto Rican group was involved with, and others also pause to listen before going through into the workshop rooms. Lillian begins working on the minutes of a recent meeting of the Center's Policy Board and draws the volunteer teacher and me into discussion of some of the issues that came up. In between, she greets a student passing by, asking her for a copy of a paper she did so that it can be shared with Center participants. The office is a swirl of talk and work and movement in-and-out.

The calendar workshop on movement and math begins in the far room with some discussion about movement words. The workshop has been going on weekly and though open to all it also has a core of 'regulars.' The plan they made last week was to work with clay and so the group moves into the middle room, where others are working independently on their own projects. The movement group can't find enough clay so Lillian pulls a new pack out from under a bench. The new pack is so big, so 'delicious,' that the group decides to work on it as one big mound together. The mound, by dint of joint pushing and pulling, becomes first a face and gradually an abstract, craggy mountain. The workshop leader is writing the words the group is using to describe the mountain on some newsprint. The office staff and independent workers join to admire. Lillian suggests taking a picture, using a raking light to show the cragginess. The group is thrilled with its work and it is unanimously decided to let the piece stand for a few days.

Back in the office, some experienced teachers stop in to say hello on their way to a 6 pm graduate class and are taken in to be shown the mountain.

Discussion moves to some new District regulations on test-giving and how the teachers have responded. Lillian mentions some items from the National Consortium meeting and goes on to an account of what the Puerto Rican group did.

At 6:00 a class from the Day Care Training program begins at the Center but the Center is officially closed and the staff leaves.

USES BY DIFFERENT GROUPS

The difficulties of classifying uses according to groups of users were mentioned in "Definitions." Differences were blurred by cross-overs and by the fact that members of different groups used the setting in similar ways.* This did not make all use the same. We assumed from prior observation that such uses had different significance and effects because of the different frames of reference inherent in, for example, the role of faculty member or teacher. The likelihood of such differences led to the inclusion in interviews of questions addressed specifically to faculty but not to students, or vice versa (see Appendix A-Interview Questions). Though differentiation of use became less important as the analysis proceeded, configurations of use specific to groups of users were found to exist. Very summary descriptions of some basic and some distinctive uses by different groups follow. They serve both to report on this aspect of the study and to balance the picture of a 'typical day' with a picture, albeit partial, of use over time.

Use by teachers

There was an enormous range of use by teachers -- from getting specific activity and material ideas to becoming more reflective about their work through informal interaction, observation, and participation. The following excerpts cannot do justice to the variety of these uses, but at least suggest some of the range and specificity.

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* The classification in Table V, Appendix B, of responses to question 1 on the questionnaire indicates some of the overlaps in use by people in different groups of users.

A day care teacher: *I looked at (the musical instruments) and how they were arranged, too. They were arranged according to how they were related, percussion over here, string over there. I took that idea back and--no one helped me with this...--decided I was going to do that...Before they were on different little shelves in the music area, which was not so convenient (for her students)...I could not begin to tell you everything I have gotten from here. For instance, I came in one day and saw string painting, just hanging there, somebody must have done it--and I looked at it and I looked at it, and somebody said 'you like that?' and I said 'yes, I like that' and then he showed me a book. From that book I went to other books and from there I went into the classroom and we tried it, and it came out nice...Some of the children took the idea further....* (I)

H, whose prior teaching was at the junior high level, showed me his K-6 classroom. He mentioned that the cooking area, sand table and woodwork area all were ideas he'd gotten from the Workshop Center. He pointed to a mural by the kids decorating one wall, as having come from the Summer Institute sessions on big art movements. H has also used the Center for information on animal care, to get ideas for ordering materials for his classroom, to talk--e.g., about reading. (O)

An experienced day care teacher came to the Center with all kinds of questions she had built up about her practice: *After a while you feel you have enough practical experience. You do something over and over again, and you see your mistakes and you try to improve on that, but I felt a real gap in my knowledge of what was occurring, what was really happening between my interactions with children, the use of materials. And I never really was that observant. I was always in the thick of things...Once I found I could do that, step back and do a little more observation and learn from it* (she had taken a course on observation at the Center), *that really helped a lot. The readings helped...There were questions on organization, on intervention, which to me is a particular concern...because I became interested in seeing that children do have particular interests..."* (I)

Teachers working in hard-pressed and isolated situations reported finding opportunities at the Center for relaxed interaction with other teachers, and for confirmation.

I find that I need (someone to talk to) more than anything else, somebody else to share ideas with and to kind of confirm what you're thinking. Again, when

> *you're out there by yourself you do sort of feel like odd-man-out, and you* are *odd-man-out, and you get the feeling that 'maybe what I'm doing isn't quite the way, or even valid' and you need a kind of confirmation. Now I did it for a long time, not even knowing what it was, but I did it because it felt good to me and I could* see *the children grow in it. But to know that there's somebody who does it and also to know that there is a tremendous amount of knowledge that backs it up--....* (I)

Casual touching-base use of the Center as a point of confirmation became more important to teachers as a group at the time of the budget crises in N.Y.C. schools when many teachers were temporarily out of work or were transferred to very different settings. The urgency of sharing concerns and difficulties led to monthly meetings for discussion of coping and for reconfirming their basic ideas about what was necessary for children's growth. These sessions, which have continued with changes in content and format and are now on the public calendar, were mentioned by many teachers as typical of the most significant part of their experience at the Center.

Teachers also reported coming to the Center for disucssion and interaction on extra-classroom issues in education that impinged on their work and with which they had to deal: testing, mainstreaming, bilingualism, cultural pluralism. This discussion went on in casual exchange around other work as well as in meetings of various sizes and degrees of formality. It was an aspect of participants' use more fully discussed in the last section of this report.

> A junior high teacher with many years of experience: *...people are coming for no credit...I find that the epitome of professionalism...here's a place where you can talk about theory and think about it a little bit and it's got less of a hassled feeling to it than when you take a course where they say you have to know the theory and you have to think about it and you have to know about child development. I think this is a better way to do it. I feel you're on a peer level here....* (I)

The Center context of interaction with people in many spheres of education, of discussion of broad issues, and of connection with City College education programs also made visible for teachers other education roles and possibilities. Some teachers described pursuing these in graduate work in supervision and administration or other specializations. Their relationship to the Center enabled them subsequently to interpret their courses or work in

these areas in ways consistent with their prior understandings.

Teachers' use of the Center changed from predominantly workshop use at the beginning of the Center to independent use, both for beginning and experiences teachers. This reflected an intended development of the setting to support such work, development which not only increased the possibilities for independent use but made them more visible to participants. (The support for independent work is discussed in the context of 'density of setting.') Another change was that much more of teachers' graduate work at the College is done at the Center. City College graduate students were working teachers from a wide variety of schools, grade levels, and special programs. Their increased use of the setting contributed to broadening the Center's rationale, as discussed in the last section of the report. Their special interests joined with those of other teachers. Increased resources and programs for special education, bilingual, and secondary educators responded to these interests and supported expanded participation by teachers in these groups.

Use by staff

Staff responsibility for continuing arrangement, provisioning, and assessment of the setting in light of its use, and for leading workshops, did not mean that staff were simply service agents and not participants. The same aspects of the Center that supported teachers' work also supported the staff's growth beyond the increment of experience attendant on any job. The presence of a range of materials, many of which they were not experienced with, was accompanied by time in staff scheduled to experiment according to their interests.

> *Each staff member came in with some particular expertise and most of my background was math and science. Not so much photography. I learned the basics (of photography) elsewhere, but I really developed that part of my own self at the Workshop Center...the accessibility of the darkroom and materials there all the time allowed me to.... I also learned quite a bit from* (another staff member) *who was much more interested in experimenting with the image on the paper inside the darkroom. I was much more interested in the image at the time the picture was taken...I think I learned much more about things that might be possible to do in the darkroom... and he began to see the images themselves through the camera a little differently....So that when teachers would come in for photography, they could pick up more, have a bigger spectrum to gain experience from...* (My experience of learning from working with another staff member) *was similar with materials in science.* (I)

The possibility of observing each others' styles of working; the contact with teachers and other visitors from many areas of school life; and the books, discussions, speakers -- were all reported as part of staff use for their own development. Opportunities to attend conferences or institutes at other centers were also offered to staff by the Center.

As budget cuts and other circumstances resulted in staff going back to the classroom or into other education work, former staff developed other ways of using the Center and used their experience as staff as a reference in their new jobs.

Use by City College faculty

For faculty, another spectrum of possible uses was open. These uses were not all present at the beginning of the Center, which was established with special funding and thus was not originally an integrated part of the School of Education. Faculty were drawn into use from the beginning, however, by constant invitation to join or lead activities, by special workshops introducing the Center's curricular possibilities, and by other forms of outreach. Faculty began to work alongside staff and as staff. Use by faculty developed enormously so that the Center was a recognized and valued part of the College's education programs, supported largely by the College.

Faculty scheduled many class sessions and whole courses at the Center. Single class sessions were a way for faculty to acquaint students with the possible uses of the Center or to engage in some activity as a group to demonstrate ways of working or uses of some materials. The Department of Elementary Education scheduled student teaching and content seminars at the Center. Publications of the Center were used as class readings. Interviews and observation offered many instances of faculty using the Center as the basis for assignments for students, referring to materials and books that were not otherwise available on campus. They would also ask students to observe workshop sessions and, for example, describe the possibilities for teaching reading. The Center not only enhanced existing coursework, but lent itself to faculty development of new courses and new course formats. A 'Workshop Center independent use" course was offered. Faculty had developed mini-courses in reading, for exaple, based on use of the Center facility.

The Center has also been used by faculty for their own development. Faculty members described browsing among materials as other participants did; engaging in independent exploration of materials or, with their classes, pursuing an inquiry which they would not otherwise have undertaken. For example, a professor with expertise in reading and her class organized a curriculum on Africa, building a Masai village and exploring other aspects of Masai life, as context for discovering and learning to use African literature. Faculty observed and interacted with each other and with students in ways they could not ordinarily and this was a source of learning for them. They also joined when invited speakers came to the Center, so that it served as part of their connection to the broader field. The Center was also the site of some doctoral work and independent research by faculty and staff members.

Some faculty were assigned regularly to the Workshop Center as part of the 4-6 pm workshop staff. They were paired with other faculty or staff, which led to joint planning as well as leading of workshops. Pairing was done with consultation and consent of course. It was planned to create new content connections (e.g. between math and movement, as mentioned in 'typical day') and to broaden perspective on process. Faculty assigned to the Center attended staff meetings at which future calendar was determined. These meetings drew on their observations of participants' needs, on their expertise and ideas about what they could do in the setting, and included discussion with other staff about purposes of the calendar offerings in light of longer-range directions of the Center. These kinds of joint planning and reflection were exciting collegial experiences according to faculty members. They said that their use alongside and as staff had consequences for their use of the Center with classes and for their teaching away from the Center. It influenced their approach to materials and curriculum and their understanding of connection with students.

> *C has become familiar with new areas of the Center through working together with another faculty-staff member. She has a better idea now of how to use them to support learning in her own area. She has built workshops more spontaneously than she was accustomed to in classes, where she always worked from an outline. This looser style influenced her class work. For the first time, C has scheduled a class to meet regularly at the Center. She thinks this makes a difference in the class. In most classes the students remain oriented*

to her, even though she wants them to interact with each other. In the Workshop Center class, students relate to each other without looking to her all the time. They bring in their own experience and beliefs. They act like adults rather than just reacting to her.... (I)

K finds that the same course taught in a classroom and at the Center is different. The difference is not just quantitative, that the Center has more materials to work with. It's that your course goal enlarges to include helping students learn how to use the setting independently. (I)

Use by students

Students used the Center for courses, including independent work courses, and assignments. They found the Center helpful not only with assignments made specifically to be carried out at the Center but with their assignments in general. Undergraduates saw ways in which the Center modelled things they were learning in classes about classroom organization, social interaction, curricular inquiry, and observation. Displays of children's and teachers' work were concrete examples that helped with student teaching needs and, again, in visualizing what was possible. Listening in and interacting in workshops or independent work with working teachers and with a full range of those engaged in education, including foreign visitors, had consequences for their work. The Center allowed students to interact more informally and in context with their professors and with professors they never had in courses, to get a taste in passing of other classes, and to glimpse possibilities for their future professional growth. They cited it as a particularly amenable setting on the commuter campus for relaxed interaction about work.

A graduate student: *The Workshop Center has been of great help to me in the development of my own ideas and in the practice of them. Not only has the Workshop Center helped me to interchange ideas with City College students but also to interchange ideas with professors and other guests that have lectured in this Center from time to time. These contacts have made my work as a graduate student easier and fruitful.* (Q)

> A graduate student: *F found the Center helpful when something in a course was confusing. It offers resources for her to look into something further. Classes in the Center also allow her to know her instructors differently than classes elsewhere "because the instructor is not behind a desk...You're able to speak to them before, during or after a class, which I find more adult-like...."* (I)

Use by parents, principals, administrators, and other users

Parents, principals, administratos, and other users have joined workshops, Summer Institutes, conferences, advisory discussions and most other activities of the Center. Parent use also extended to special parent sessions (currently parent breakfasts and parent-child workshops) which were organized and attended by Open Corridor and non-Open Corridor parents. These events focused at times on specific school issues and at other times on the parent role in education.

> A parent: *Most important has been the ability to gain perspective and think through the large issues with persons who share values, bring intelligence and insights, before I have to go public 'out there.'* (Q)

Luncheons and other kinds of sessions were organized around principals' issues. These events addressed principals' needs for interaction and mutual support, especially at times of budget crisis in the schools. Informal contacts with staff and interaction at the Center were also used by these groups. Publications and discussion material from the Center was used back in the school with parents or teaching staff.

Other users of the Center included teacher educators at other colleges or teachers' centers, staff of other programs, national and foreign visitors from many areas of education, researchers, etc. On questionnaires, participants in these groups tended to list themselves as 'friends,' as 'recipients of publications,' and as using the Center for 'information, materials, ideas' and as a 'point of reference for ideas and positions that support (their) work.' Many in these groups did not report heavy use of the physical facility. A few administrators and faculty from other colleges had never set foot in it or were at best infrequent visitors. Nevertheless, they affirmed a continuing relationship to the Center based on its publications and

its work with teachers.

> The head of a threatened program in another city: *It served as a model and as something to hold onto when our situation was retrogressing to a kind of education which saw the child as a statistic and a product. Even though it was too far away for us to drop in for comfort and support,* Notes *--and just knowing the Center was there helping teachers and that somewhere people still cared about kids--these things helped a great deal...and still do.* (Q)

Interpenetration of use & density of setting

One of the effects of the centralized setting on use at the Workshop Center was the development of a mutual influence and interpenetration of uses such that different uses, though remaining distinct, were also linked and modified. As the observation of a typical day illustrates, a setting had developed that seemed to defy singular use, that seemed naturally to mingle different experiences, materials, and groups of users. A visit to the Center almost inevitably involved engagement with more than one aspect of the setting and brought into play more than one process of use. One use led to another. Different uses influenced each other in structure and content. Over time individual use was diversified, not in an additive way but as a gradual, evolving process. A person's first use of the Center led to other, different uses and was in turn influenced by these uses. Use cut across a participant's identification as a teacher, student or faculty member; across beginning and experienced users; and across starting points of use. Individuals developed personal configurations of use and these were a major instance of the interpenetration of use. Looking at the development of use across many individuals and over time, what occurred was an interweaving of uses.

Interpenetrating use in the centralized setting revealed and created underlying networks of connection between different aspects of the setting and between uses by different groups. These connections could then be developed towards visibility as new possibilities of use for others. Continuity of place and staff meant that preparations for workshops made a permanent contribution to the setting and that work done could be left as a similar contribution to future use. It meant that people could return again and again to add to and extend previous work, leaving with staff and other participants, if not the work itself then the memory of it as another possibility of the setting. Through these and other means to be described and illustrated in this section, a fabric of use possibilities emerged. The fabric was enriched as previous uses were continued and new uses integrated:

the setting became more and more dense with possibility. Density was the reciprocal effect on setting of interpenetrating use.

* * * * *

Interpenetration of use and density of setting are virtually inextricable. The data that describe one also serve to describe the other. It has been tempting to do a Rashomon presentation -- to offer the same data several times adapted appropriately to the differing terms of setting and use. To some extent this has been unavoidable, but to do it fully would be inordinately bulky and impractical. Instead, our discussion will take the perspective of use, focusing on how use becomes interpenetrating in response to density of setting. The selection of use as the primary perspective follows from the concerns with diversification and development of participants' use outlined in the proposal.

INTERPENETRATION OF USE AND DENSITY OF SETTING

To the participant first coming to the Center, its dense setting was "stunning" and "eye-opening" in its impact.

> *I mean there's everything here. It was like walking into a candy store for teachers, and seeing everything that you'd ever wanted to see. It was just such an eye-opening experience because I'd never seen anything like it.* (I)

> *I was* stunned. *It was really an eye-opener...I think (it was) the set up.* (I)

> *The best part of the Center is the feeling that engulfs a person when she first arrives. There is a total eye catching movement from one thing to another which shows the quality of the work being done by students, teachers, and staff. Anyone who loves learning immediately falls in love with the place.* (Q)

Participants reported that the setting itself was one of the things they first came to the Center to see. They came to look around, to see what the place

was about. The setting was the first step in their use.

> *As an undergraduate passing the Center on her way to class, F was intrigued by the work from schools shown on the walls. She began coming in to browse for a few minutes before or after her classes. She is now a graduate student and full-time teacher who has had classes at the Center but whose primary use is still for independent exploration and self-selected workshops.* (I)

Other participants came initially with a specific question or signed up, as an introduction, for a workshop or event. But the significance of the first visit for almost all participants we surveyed or interviewed lay in the visible possibilities of the whole setting rather than in the question or the event that brought them.

> *I was taken there by my then professor who wanted the class to hear some special speaker. There was so much taking place at the same time, which made me very curious. From time to time I dropped by and became very much involved.* (Q)

The effects of the setting were more than eliciting curiosity or astonishment. The accumulation of resources, past work, displays,* the simultaneity and publicly visible nature of its events; the intermingling of people from different groups of users led to observations and experiences additional to the participant's immediate purpose. Even the simplest and most pointed visit -- to pick up a material for a workshop, to sign up for a conference, to get a course grade -- included *seeing* something, *talking* to somebody, *being reminded* of something already done or still meant to be done. Different uses were integrated in one visit. Greetings were exchanged, introductions made. A workshop in progress was about pattern and the discussion around printing brought to the mind of the visiting teacher a child rearranging counters in the classroom today. There was a new clipping from the newspaper on the bulletin board, about the reading tests. A new piece of work caught the eye -- or an old one on bees suddenly attracted because today the kids had read about bees in a story. The animals always needed to be checked, to see how they were doing and what was new in the habitats.

> *Two teachers came for some books on insects. First they greeted old friends on the staff, looked at the animal habitats, and then*

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* See footnote next page

> *browsed among the science books. One of them found an unlooked-for book on patterns in nature, a topic she and her class had pursued last year. The book gave her the idea of picking it up again in the context of her current work on insects. In conversation with the staff, the possibilities of bringing the classes to the Center to see the animals and of getting one of the offspring of the Center's crickets were mentioned.* (O)

The setting was such that people reported building their use largely on its possibilities for browsing, observation, and interaction. Though they might sometimes come with a particular aim in mind, they often simply counted on finding something interesting going on, seeing something or meeting someone to join. They relied on their knowledge of the Center's overall possibilities rather than on a specific plan to ensure a productive use. In these instances browsing, observation, and interaction were primary uses of the Center. They are of course processes of making connections, of linking, in themselves.

> *I have found that even just dropping in for a few minutes that you can almost always get some ideas to help you do whatever it is you're doing.* (I)

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* The term display has a special reference in this report. It includes charts by teachers designed to organize and share their inquiries into materials or questions about concrete phenomena. These charts are a form of report on work that also helps teachers think through what they have done. 'Display' also refers to actual work, such as a mural or a sculpture, which is left as a record and evoker of possibilities. Because of their visibility and interest, materials and resources themselves (for example, the animal habitats or books) are also sometimes referred to as displays, particularly in conjunction with browsing activity, though with no implication of 'hands-off.'

The term display in this report does *not* refer to models of things teachers can make for their classrooms, to comprehensive presentations of what someone thinks is necessary information on weaving or gerbils, or to commercial displays. Displays are not didactic or final statements on a subject. They do not seek to cover a subject but to uncover an aspect of it. They are concrete, specific instances of work organized reflectively. The nature of the displays is important in grasping the way in which the setting supports *active, self-determined, individual* use by participants.

A teacher's description of the displays at the Workshop Center will perhaps make the distinction more graphically:

> *I knew that (the displays) were not just your typical chart out of a book, you know -- 'how-to' and you sit in a room and make it nice and pretty. The charts seemed to indicate that individual kinds of thought had gone into them, and again because they weren't your pretty, showcase kind of charts, you knew that what someone did was accepted...you just get a feeling that the individual is really respected. I could see it from the work....* (I)

I know that's the one place where I'm going to find almost any book on open education or anything I really need to know...I know that I can come there and find some work that somebody else has done on something, that I might be interested in doing.... (I)

Well, sometimes in passing something catches your eye and if you comment on it the person doesn't seem to be too involved, the person wants to talk, and then it starts. Or the person passes you by.... (I)

I felt a freedom to go in and touch upon things that I'd be interested in and of course along the way I'd be seeing a lot of other things happening. (I)

There are a number of times when the principal of my school will say 'you want to go to the Center?' (He drives up that way on his way home) and we'll stop and just browse. What d'we browse at? Well, some of the curriculum materials. I will look at bulletin boards, things that have gone on at different workshops previously and I have not attended. Focus in on the environment of the animals. What new things are there.... (I)

Things overseen, overheard, or momentarily joined in this way extended, diversified, and modified participants' uses. Participants reported being influenced in further use by their observation of new materials or of familiar materials in unexpected juxtaposition, by seeing teachers or staff doing things they hadn't thought to try or hadn't known they could do at the Center, or by discovering through browsing another event or occasion to come back for, another book to read. Over time, one use linked to another use and individual use became a configuration of many, interrelated uses.*

Browsing, observation, and interaction were supported to become deeper sources of connection and thought by the density of the setting. Materials and resources were presented in abundance and in interesting, perhaps unexpected juxtaposition. Examples of specific pieces of work offered a context for the resources. The following excerpt describes the mobilization within the larger setting of resources for a special exploration of natural

* The interpenetration and diversification of use for participants in all groups of users was confirmed not only in our descriptive analysis but in the numerical tabulation of responses to questions 1 of the questionnaire. Table V, Appendix B, classifies these responses according to use and groups of user, and shows the spread of uses across different groups.

materials. The exploration used all areas of the Center, went on throughout the year, and involved staff and participants. It was pursued in workshops, classes, independent activity, and informal discussion. The account accurately conveys the impressions of richness, of intense activity, of things to be commented on, of things to be picked up and tried in passing or in greater depth, that capture the density of the setting in general.

> *The air was filled with smells of the forest. Whole sections from a forest floor covered one table--a mound of earth dug up without disturbing the layers of fallen leaves and small spring flowers pushing their way through the cording of vine and root and the dank mix of old crumbled leaves, twigs, earthworm casings and rocks. On nearby tables the displays were studies in contrast: a tray of sterilized, combed, clean earth; soil samples from a baseball field and from an empty lot not yet grown over, and loam dug from a natural clay bed. Elsewhere were set out large tubs of sand and stones of various finenesses and colors, and next to these, pieces of cement and bricks. On the other side stood two water tables. In another room, in its way also dramatic, were stories and poetry about natural materials, photographs from natural science magazines; prints of paintings of forest floor, sand, and water; posters of flowers from the Brooklyn and New York Botanical Gardens.*
> (Weber, "An Approach to Natural Materials," 1977, p. 28)

Interviews revealed that participants were aware of the presence of much prior activity, exploration, and thought behind the setting. The work and experiences of others were clearly incorporated into what they saw at any one point. The resources and activities, though representing distinct uses from different times and different people, were not simply a collection of curiosities or 'how-to' for participants. They were part of an integrated whole.

> A teacher: *Well, I would have to say that the atmosphere was deliberately created, organized and created so that you would get this kind of--I mean I don't think it's a haphazard approach. I think the Center does give you a visual plus a psychological thing when you walk in there. It's not just flung together. You see areas that have been thought through....* (I)

The visibility of the residue of prior use -- interpenetrating with their own current use -- gave the setting a self-evident quality for participants that supported their browsing, observation, interaction, and independent use.

Things could clearly be done without asking, at participants' own pace and choice.

> A student and teacher: *After I got into courses that were directly involved with education...I knew that this would help me from having been in here, just looking at the books, I looked around, anyplace, all over the place, and I saw different things going on... I like to come in every day....* (I)

The fact of continuity of place and staff meant that experience in one activity at the Center or questions raised there could be brought back for further exploration in other activities. Participants found they could bring confusions induced by a class back to pursue individually with staff or other participants. A possibility sparked in a workshop could be pursued independently. A problem posed in the course of independent work could be brought up in class. Moreover, there was interconnection with work outside the Center and the College. Things seen at the Center could be tried in school; questions that arose in how these things worked or didn't work could be brought back to explore with people at the Center.*

> *What I do is, if I get something from what I'm listening to (at the Center), I go home and I think about it, and then right away I'll go into the classroom and play with it, so I don't drop it and forget the whole schema of the thing. Like that, I find it interesting and it lasts longer with me, and I find how to develop it further....And I like, if I'm in a course, and I run into a confusion, there are different places I can go to try and satisfy that confusion. For instance, I can go to the books, or to someone who knows about what I'm interested in. Immediate satisfaction!*

Connections between activities resulted in an enrichment of use for other participants as well as the individual because through these connections new aspects and ways of using the setting were brought to their attention. The classmate who heard of an observation made in a workshop learned about workshops as well as benefitting from the observation and the discussion it provoked.

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* Obviously questions from school -- about curriculum, about the children, about the context of their work -- also were brought to the Center. The support of work in school is of course the ultimate purpose of the Center. We are dealing with it only incidentally here because our main point is that the links between uses at the Center created a strengthened and enriched base of support for work in schools by encouraging expanded and diversified use of the Center.

Independent activities and experiences were shaped by the richness of setting. Materials, resources, and examples of work were observed continually to evoke questions -- "What is this for?" "How did they do that?" "Look at that! I wonder if my kids could do that?" They led to inquiries that built on the setting. The participant studied and selected from the possibilities he or she thought would be relevant to the inquiry. Thus, for an inquiry on light, the participant might have been started by bulbs or prisms or shadow puppets but, in the following instance, was inspired by what she found to trace the question back a step:

> *A participant in the Summer Institute decided to do something with light and went to the closet for a lightbulb and related paraphernalia. In the closet, she sees a generator near the light materials, and realizes she doesn't know how it works. She spends a few hours figuring it out.* (O)

Exploration of persistent questions -- for example, questions about perspective or size and scale -- was supported by the possibilities for overlap between independent work and consultation and the Center's programs in language, math, science, and art. Referring to other occasions of use, participants were often observed to exclaim: "Oh! That's *like*...(what we were doing in blocks last week, or when we looked at the leaves under the microscope with Henny, or what enlarging the mural was about)."

Continuity of staff was part of the support for the extension and connection of participants' exploration in different uses. Staff responded to participants' questions by pointing to other materials which had been accumulated in response to similar inquiries by previous participants and which staff knew to be relevant to such inquiries. Staff brought to the participant's question their prior experience with where such questions could go and with how other participants had used the setting to pursue them. Asking further about the participant's work, staff often discovered other aspects of their concerns that led to suggestions for additional materials, other kinds of approaches to the question. Staff pointed to other resources and possibilities as an expansion rather than a model for the participant, knowing the participant's own inquiry could reveal possibilities and connections previously unseen. Staff also often pointed to other activities, occasions, or people related to participants' concerns. Staff thus helped bring the prior or simultaneous uses of others

to participants' present use, and served as link to future uses. The staff was part of the density of the setting, fostering the interpenetration of uses.

The visible presence in the setting of more than was required for any one activity was a stimulation for participants and staff alike to expand their thinking about use. In the following interview, a teacher described how workshops at the Center differed from those given in a room only temporarily fitted up by the workshop leader. The passage emphasizes how many directions of thinking the setting could stimulate and thereby implies the role of setting in prompting connections to new uses, as well as in influencing what was done on the immediate occason. Here again, because the setting integrated past use, it functioned as intermediary between uses by the same individual at different times and between uses by different individuals at different times.

> *First of all, a lot of materials around makes you think of possibilities of using them. Whereas if there's only the materials that are on the table, that's all you think about using. So if there are other things around, whether you're using them or not, it impacts on you. I think also the displays of work others have done make a big difference. It makes you think about what you're going to do. It makes you think about what you can do at school. It makes you think about what the room looks like, if this is really just for display or if this is work that kids or teachers or somebody has participated in. All of those things are subtle impacts on how you're going to use it yourself, and how you're going to use it right here.* (I)

Expansion of thinking about use was stimulated by the presence of other participants from different subject areas or grade levels and from different areas of education as well as by materials or examples of work. Observing other people's use of resources, participants found their preconceptions about materials, subject areas, and grade levels becoming more permeable. They began to realize more fundamental qualities of materials and issues of subject matter. This led to different uses, and to more flexible, spontaneous uses of things at hand, reaching for connections previously unthought of.

> A teacher: *At first I did think that at times I was working beyond what I was doing in a practical sense in the classroom* (i.e., working at the elementary

> child's level) *whereas my day-to-day experience was still in day care with much younger children... (When) I began to explore the Center I began to break down that barrier between the older and the younger child, because I found materials there that were adaptable. It wasn't such a division any more.* (I)

In the following example, a faculty member reported that giving workshops at the Center, and especially her pairing with other staff members to plan and lead workshops, had influenced her work with classes.

> *C finds that she "moves better now" from her area into other areas. Seeing something in the photography materials or in the science materials, she seizes on them to illustrate her points. She feels freer in her use of interdisciplinary materials.* (I)

Staff and faculty also reported, as described in "Uses by Different Groups," that working with each other had affected their perceptions of what was possible in the setting, of further uses and connections underlying content areas. Pairing with others whose expertise was in different disciplines, having a chance to plan together and to observe each other, required them to think differently about their own area as well as becoming more familiar with the possibilities of another.

Over the long term, the presence of more resources than were required by an immediate activity and the intermingling of participants had a significant effect on workshops and classes at the Center. As indicated in the "Historical Framework," there came to be much less emphasis on the one-shot self-contained workshop format that had been inherited from the itinerant workshop set up out of bags and boxes. This change was a result of the interpenetration of use possible in the setting. Staff and faculty who had used the Center more extensively reported, and observations confirmed, that they had evolved a responsive style of organizing workshops and classes that relied more on the participants' input than previous styles.

> A former advisor: *The richness at the Center in terms of its environment and the materials there made giving a workshop there not only much easier--I remember being struck by, if I did a single workshop in a school on a certain topic, that was the topic we stayed on. If I gave a workshop at the Center it was much easier and more likely for us to expand and relate the ideas or activities to other ideas because of the setting and because of the richness of the materials. Somebody would get involved in something that was not "listed" as material to be used for the workshops and we would all start making connections. It was more flexible.* (I)

Workshops or classes were built interactively with the setting. Participants were asked to find materials related to the topic. As their work developed during the workshop or class they were encouraged to explore the setting for other materials or evidences of past work that were related to what they were doing. Participants were also invited to raise questions about the work around them.

> *A workshop on pattern began with some discussion of what pattern is. People started pointing out things in the setting that were patterns, evolving a description from their discussion of examples.* (O)

> *A group of teachers has come for a second all-day workshop sponsored by the Board of Ed. The activities planned for the day are clay, printing, lenses and lights, and pulleys (the pulleys are later abandoned in favor of some discussion the teachers wanted about parent disatisfaction and about homework). Over clay there is discussion not only of how to work it but of children's tendency to work little and how to encourage big work too, of how to join children in a way that suggests different things they can try. Books are consulted, especially a book about how blind children use clay....Among other things teachers looked at were mariachis made from papier-mache and left from a class the night before; a mobile; books; the lenses and light materials, many of them from Canal Street....* (O)

> *In the course of the workshop, a Summer Institute project, "Investigating Inclines," is brought down for illustration and study.* (O)

> *For work with objects and shadow shapes in a workshop, small blocks are set up against a plain background. A flashlight is used to make differently-shaped shadows. This investigation prompted a staff member to point to one of the Center's publications, a bulletin by a teacher about her exploration of visual pheromena. Participants in the workshop proceeded to study the bulletin and it gradually was adopted as the starting point for the next of the group's sessions, which is to be on symmetry.* (O)

Other things going on at the Center were incorporated into workshops or classes being held at the same time, for the enrichment of both.

> *The Puerto Ricans were introduced to the Spanish class and briefly became part of the lesson, through an exchange of greetings and inquiries.*

> *A few minutes later, one of the Puerto Rican group returned to get milk from the refrigerator for coffee and, finding the milk had gone bad, asked the Spanish class (which was having a lesson in the kitchen area) about it, where to get more, etc.* (O-see "A Typical Day")

The Spanish class obviously benefitted from interaction with native speakers other than their teacher. The reality of the setting, with its mix of visitors and their interests and problems, broadened the context of support for the class' language learning. At the same time, the Puerto Rican Congress group was introduced to the setting in a way that made them feel at home and participant. They got a glimpse, too, of language teaching supported by context, an aspect of their own concern with bilingual education. The uses of these two groups interpenetrated and expanded the view of the setting for each.

Of course the setting had been prepared over a long period of time so that it could support inquiry and interaction built on participants' active use of the setting. Preparation of the setting for use in general established the groundwork for response to requests, which further use enriched. The resulting density relieved staff from the burden of completely preparing the setting for each new use. Staff were freed to join participants in their active fashioning from the prepared setting of particular experiences. In interaction with the setting, participants' prior experiences, expertise, and questions were also released and resulted in a broader frame of reference for the topic at hand. The workshop or class tended to move in this way towards uncovering more fundamental and persistent issues in content. Joint development of a topic demonstrated for both participants and workshop staff the process of connection-making and inquiry.

> *A workshop on movement got into work with clay. They found the clay bins mostly empty and asked about more. A whole pack of clay was found, and the group decided spontaneously to work with it all, as a piece. The mound became a face, then an abstract mountain-like shape with craggy sides. The workshop leader was writing impressions of it from the group's comments on big paper. The office staff joined to admire. LW suggested taking a picture, and a camera was fetched. A light was set up, to show off the cragginess. The group was tremendously excited by its work. We decided to let the piece stand for a few days.* (O-see "A Typical Day")

Workshop leaders who were interviewed reported that this way of working enabled them, too, to discover new aspects of the setting and topic at hand, which contributed to their own development and to what they could offer to participants at another time.

* * * * * * *

The annual Summer Institute held at the Center was an exemplar of interpenetration of use at its most intense. The Institute has involved up to 40 teachers, paraprofessionals, City College staff, principals, and other teachers' centers people in three to four weeks of exploration of all aspects of the setting. The program included an individual inquiry as well as exploration of various materials and activities; seminars on language, curriculum, and other topics; and individual consultation. For many people it was the first real exposure to the Center. Even for those already somewhat familiar with the Center, the Institute opened up to them the range of materials available, the staff, the process of inquiry and connection-making around their questions about the concrete phenomena of the world.

Interpenetration of use was multiple. As in Center use generally, Summer Institute particpants and visitors came from different spheres of education and brought their different perspectives, as well as their individual interests and experiences. The daily schedule mixed whole group, small group, and individual work and consultation. Activities went on parallel to one another. They were not restricted to "areas" according to "subject," but were arranged fluidly in response to the nature of the activity and the interests of the whole group.

> *The kitchen table was occupied first by the pendulum experiments. After a period of use by many of the group, it was set up elsewhere so that a few people who wanted to could continue. The same happened with the bubbles. Then the dyes became* very *big and stayed at the table for quite a while.* (O)

These arrangements were adjusted to support the continuity of individual work as well as to make room for everyone's work.

Juxtaposition of activity led to interaction between participants about work, and to sharing of expertise, which was further encouraged by

asking participants to identify things they would like to do or share with others. Participants' observations and expertises sparked others off.

> *N is studying gears in an old bicycle wheel and mentions in passing that the spokes of the wheel exert pressure in and out (towards the center and towards the rim). G gets curious... Later C, who's working on the structures question with a group in the other room, starts talking with N and G about the forces in the wheel.* (O)

Staff served as a pipeline of communication and connection between participants, mentioning what someone else was doing in another room and how it was relevant, pointing out materials that might add to a participant's work, or raising a question about what the participant had done. Each day the staff reminded people of where things were happening, "reading" the environment for participants. People were made aware of the activities of others as part of *everybody's* use rather than through *reporting* that would take the work a step out of context. Flexible space arrangements and interaction were part of an attitude of respect for work as a contribution to the group rather than only as a piece of private accomplishment. The arrangements suggested that concentration on work meant providing for interest and complexity of activity rather than freedom from distraction. Interruption for comment and interaction was assumed to *further* work, sustaining and extending interest. Previous work and work in progress spoke to those engaged in similar projects, suggesting that their interests were not discrete. Work in progress was stored or displayed in all parts of the Center irrespective of "subject," reflecting the integrated nature of the work.

Curricular areas were interpenetrated through content as well as through space arrangements and shared use of materials.

> *Weaving was introduced as the process of making a single strand into something that is stronger. This process was described as underlying not only weaving of threads and yarns into clothes of various kinds, but weaving of grasses into baskets, coiling of clay into pots, the curling of a vine into a bower, the unfolding of a line into letters or drawn forms, the unfolding of arms and legs into expressive movements. The weaving of a single strange as it is carried further was connected and contrasted with the discussion of structures emerging from work with clay considered as mass.* (O)

Participants reported that their Summer Institute experience affected their subsequent use of the Center. It increased considerably participants' flexibility and independence in using the Center, giving them additional knowledge of its materials and additional familiarity with its staff. Participants also reported that the Summer Institute gave them a sense of ownership even stronger than the sense of belonging that most participants reported.

> A teacher: *The intensity of the Summer Institute experience set it apart from other workshop experiences. However, the enthusiasm generated by the Summer Institute carried over in my subsequent use of the Center. The Summer Institute also gave me an opportunity to explore the resources of the Center in depth. This allowed me to use the Center more independently, which I did.* (Q)
>
> A teacher: *It was radically different from just visiting or using the Center. The Center became a part of me and me a part of the Center.* (Q)
>
> A teacher: *In the Summer Institute there was a feeling of belonging and of family--since the Summer Institute I feel more at home there.* (Q)
>
> A teacher: *It made one feel that you were an integral part of the Center, a part of a family, and I used the Center much more after the Summer Institute. I knew where things were and who people were and I felt at home.* (Q)

Interviews with staff and observation of two successive Summer Institutes indicated that interpenetration also occurred between one Summer Institute and the next. The new Summer Institute began where the last one left off and not from the same point each year. The setting -- through staff continuity, work left behind, rearrangements of material -- carried the experience forward so that new participants began at a further point.

> *The 1979 Summer Institute had a lot of work on structures and stress--polyhedron structures, bent-dowel stresses, paper columns supporting a heavy platform tested with body weight, a bridge model, etc. The starting point had been some experiments with sand, during which someone observed how damp sand seemed to be able to stand up by itself. The 1980 Summer Institute began*

with work in clay and string that introduced them in the context of the structural properties of the single strand and of mass. Slides of last year's work were shown to illustrate some of the kinds of projects that had been done. Work then went off in different directions--a model building on inclined surface, weaving of all kinds, structural aspects of the bicycle, etc. (O)

A staff member: *(Moving things to a new level) came, certainly for most of us, after the first Summer Institute held at the Center, when really what we did was to make the fall thing an extension of that. The students had worked to a three-week level and they presented. Then we had a richer beginning for the fall as a result of that intensive work for three weeks, vis a vis the work we had done all year. The incredible thing that I'm trying to say to you is that even the* second *Summer Institute was at a higher level than the one preceding, with totally different people. I think it had to do with our constant reference to questioning and verbalizing it, and therefore the problem one would set at the beginning of a workshop gave people clues to a higher kind of thinking....* (I)

The Summer Institute also exerted an influence on workshops and other arrangements of the setting.

The exploration in the Summer Institute of what might happen if workshops began with everyday materials rather than structured materials or specific activities such as batiking influenced the development of regular public calendar workshops in the fall. These were increasingly oriented to ordinary materials, and more inquiry from what was there. (O)

In turn, the Summer Institute was influenced by other experiences in the setting. Staff members functioned as mediaries carrying experiences from one use to another.

* * * * * * *

A note on the reciprocity of interpenetration of use and density of setting

Interpenetration of use and density of setting mirrored and contributed to each other through processes and characteristics peculiar to each.

Our analysis suggests that the centralized setting, having continuity of place and staff, created a situation in which browsing, observation, and interaction became perhaps the fundamental processes of interpenetrating use. This setting was one in which accumulation, juxtaposition, visibility, accessibility, and simultaneity were possible.

Centralization and continuity of place and staff meant that a rich assortment of materials, books, film,s work in progress, work completed and organized for sharing, could be gathered in one place. These resources could be thoughtfully juxtaposed, emphasizing their connections and possibilities in conjunction with one another, in visible, accessible arrangements for use. A rich set of activities could be assembled too, and allowed to go on parallel or overlapping with each other. All activities could be public and visible. The fact of a place also allowed for the co-existence of things that happened in different times -- work could be left from previous activities to enrich current ones; preparations and announcements could prefigure coming activities. Displays and semi-permanent installations could help convey the fuller meaning and possibilities of a subject such as planting which could not be developed in a single visit.

The development of these possibilities was not, however, inevitable from the fact of having a place. We have already mentioned that density of setting referred to the integration of resources, to their interconnection and mutual suggestiveness brought about and fostered by participants and staff. The Workshop Center was not an attractive storage room or a museum of resources whose collections and programs were simply additive. Density referred to the setting where accumulation, juxtaposition, visibility, accessibility, and simultaneity had not only been *allowed* by continuity and centralization but deliberately *developed* through a structured process of assessment and reflection.*

The dense setting offered participants much to see, to hear, to connect with, to talk about. It offered many people, from diverse realms of education, to talk and work with. In such a situation, browsing, observation,

* This process of internal assessment and reflection is described in the Center's proposal to the Office of Education Teacher Center Program, 1978 and 1979. It is illustrated in much of the Center's documentation, including the present study.

and interaction became rich uses in themselves. They also underlay many other activities, structured and unstructured, at the Workshop Center. They were by nature connection-making processes, and resulted in the linking of things and ideas and people according to the user's decision. They invoked the user's prior experiences as guide to use. They were active processes, engaging participants' interests, needs, and purposes. Their exercise extended participants' use. Browsing, observation, and interaction wove together many resources, activities, occasions, and individual perceptions into patterns of use that were individual and also intersected and joined with the uses of others. When shared with others directly or through work that could be observed and discussed, participants' browsing, observation, and interaction contributed to the fabric of use possibilities that constituted the density of the setting.

The circle of interpenetration of use to density of setting and around to further interpenetration of use is illustrated in a small way in the following excerpt from an interview with a former staff member.

> *(My pre-school son) used to come with me here (when I couldn't get childcare) and he'd always do this work while I was doing mine and Lillian or I said "Wouldn't it be great if we had parents and kids come a lot." This is the truth, so when I see it all over, it's just amazing. I'm going to tell you, that's what happened. And I thought "Oh my goodness now, I'd* love *to do that." So we started having parent-child workshops on Saturdays.... Invariably we got down to talk about some parent things (in these workshops), like "Gee, I wish I could make more time to do things with my kids like this at home." Then that gave us some clue as to handouts we could prepare, things to do with your kids at home...And I would always say to them "When you try it just tell me some funny things that happened" or "Try to remember some of the questions your kid asks." And there was always that coming back and sharing.* (I)

Here a staff member integrated her uses of the Center as staff member and parent. By the public nature of the setting, this was visible, observed, and commented on by another staff member. The use as parent suggested a whole new range of possible uses of the setting, and some were made formally available to others through calendar events. Once available as part of the setting, these events were elaborated further by the participants and the parent-staff member. In interaction, parent participants spoke of their

desire for an extension of the activity at home. The staff member heard this and responded. She added handouts to the possibilities at the Center for all parents. However, the handouts were not left as simply a service. In offering them, the staff member invited participants to use them observantly and to bring back their observations. These observations, shared in interaction on another occasion and with other participants, would become part of the setting and its suggestions of uses for still others. They became a way of joining in use with other participants.

PERSONAL CONFIGURATIONS OF USE

The interpenetration of use that occurred in the setting did not mean that everyone's use became the same or that new possibilities for use did not arise. The setting was not a closed system in which interpenetration of use resulted in sameness. On the contrary, our information suggests that an effect of the setting on use was the development of personal configurations of use characterized by unique rhythms and intensities, sequences and ranges, needs and interests. As participants diversified their use -- adding classes or workshops to independent work; exploring the science of cooking in addition to reading books about language; helping others as well as being helped -- their uses did not sum up to a total common to all participants.

It proved impossible to reduce participants' accounts of their use to a few characteristic patterns of use that would subsume individual patterns. We were struck with the extent to which individuals clearly were able to shape their own use according to individual needs, interests, circumstances. Analysis of participants' accounts brought out that *interpenetration of use was the means by which individualization of use took place.* The personal configuration of use was a major instance of this interpenetration.

The accounts of individual use gathered for the study by questionnaire and interview documented how, over time, participants diversified, combined, and connected their uses of the Center setting. They did so in their own time, at their own pace, and with an individual rhythm of concentration and release. Personal configurations were to some extent visible through differences along these and other dimensions.

Patterns of use cut across such variables as group of user, teaching experience, length of contact, context of first contact, and orientation to teaching and learning. They were individual. Participants entered into use at different points, with different reasons, and in different ways. Their concentration on areas of inquiry and types of activity varied. The kinds of questions they raised as important for them were different. For some, use had remained constant in intensity and format. Others had made extensive and varied use of the Center. The following excerpts from the data illustrate individual histories of use.

> *B, a day care teacher with some years of exprience, heard of the Center through "the interactions, discussions, of coworkers at my day care center, who were then actively involved at the Center." Further connection came gradually--first through publications, then a visit and some workshops, then a course. She came with many questions, surrounding a central issue: "I felt a real gap in my knowledge of what was occurring, what was really happening between, my interactions with children, the use of materials...There were questions on organization, on intervention, which to me is a particular concern...." Though her teaching schedule prevented B from joining after-school workshops on a regular basis, she began taking courses at night. Then she took the Summer Institute and enrolled in the master's program.* (I)
>
> *N is a bilingual elementary teacher and City College graduate student in social studies. She got to know the Center through its hall displays. She read about the Summer Institute and decided to take it last year. This has led to drop-in use and to participation in a series of special day-time workshops.* (Q)
>
> *J was an undergraduate student when fellow students and Prof. Weber told her about the Center (1977). Her student teaching courses were held there. She then took the master's program, the Summer Institute, and attended workshops regularly. Her interests were in materials, curriculum themes, and in what was going on in education as related by special speakers.* (Q)
>
> *F, a graduate student and full-time day care teacher, came upon the Center through its hall displays and began using it independently (she was still an undergraduate), mostly for browsing or for occasional workshops. As her courses became more advanced they involved the Center more directly, but her independent*

work has also continued. She values the Center as a place where she can try things, make a mistake, and find that she learns from it; and where she can learn things for her teaching and straighten out confusions arising from her classes. She is still exploring what's in the Center, most recently the animal environments. She also likes discussion sessions. (I)

C is an experienced junior high teacher specialized in social studies. He knew of the Center through community school district activities which included a talk by Lillian Weber and contact in his school with some advisors (he was not in Open Corridor, however). When asked to try a different kind of program in his school, a program involving integrated studies, he took the Summer Institute. He was questioning the way his social studies specialty was taught in cycles through the grades and trying to develop a more thematic approach. C is now on the Center's Policy Board. He has come to many after-school events, experienced teacher meetings, Saturday math workshops, etc. He also does a lot of drop-in independent work, looking for help in specific areas. Last time he came he brought some of his students to look, one of whom went back to school with some serious new ideas for a construction project in which he was engaged. (I)

H is also an experienced junior high teacher. She knew the Center first as a parent (her child was in an Open Corridor school), then visited once as a teacher who was trying to open her classroom. Several years after that she returned to take the Summer Institute and begin graduate work. She has come up this year for several special events, reads the publications, and just drops in to keep in touch. She sees the Center as valuable to her for its curricular ideas, many of which she gets just from looking around. The visual aspect of the Center is significant for her because, she says, her style is to get things by looking as well as doing. (I)

M is a faculty member who of course knew of the Center from its founding. Her use has gradually increased, especially since she has been assigned to do workshops and be "on duty" at the Center one day a week. She has always felt comfortable at the Center and used it not only as a resource for her courses but for browsing herself. She loves the fact that the Center's books include things like Foxfire or "care and feeding of gerbils," things that are interesting in themselves apart from teaching. (I)

The head of a program in another state, D first knew of the Center when Lillian Weber wrote to her inquiring about her work. Recognition of similar interests and concerns led to sharing of ideas, though contact has been at a distance and intermittent. The Center's publications have been important in this contact. (Q)

O is a teacher who originally came to the Center for paraprofessional workshops that were part of her work in an Open Corridor. Her relationship has been very close at times, including attendance at workshops, advisory sessions, special events, and use as a curricular resource. She has given workshops in bilingual education. (Q)

T was part of a group of teachers who started an Open Corridor in their school. She took the Summer Institute to help her in this new way of teaching (she was already quite experienced). T felt the advisors in her school offered what she needed and did not use the Center really until she was re-assigned to another grade, and then to another school. During this period she came to the Center frequently, both to use materials and to engage in talk. T later became an advisor in the schools herself, and then returned to the schools as a teacher and then an administrator. She took administrative courses at the Center, and currently visits on a drop-in basis around her coursework or for a conference. (I)

The people who returned questionnaires and were interviewed were fairly representative of those who used the Center. They were *not* selected by the Center for participation in its programs, and this was one thing they had in common among many other variations.* They had relationships with the Center varying in length from months to more than 10 years. They came from many different groups -- teachers, parents, students, and others. Some had been students at City College; others had not. (Tables I-III, Appendix B, indicate groups and years of first use among questionnaire respondants. Most of those who responded continued to consider themselves users of the Center.)

Additionally, most participants belonged to more than one group of users or had in the past belonged to other groups. Graduate students were

* Though most were not selected by the Center, nine people reported having been contacted by the Center as workshop or seminar leaders or colleagues (e.g., *D*, cited above).

working teachers; faculty used the Center as parents; students went on to become teachers; teachers went on to become faculty; staff came from and returned to teaching or to school administrative positions. (Table I, Appendix B, indicates some of the overlaps in groups of users among questionnaire respondants.) Thus, current use was informed -- interpenetrated -- by the multiple perspectives of the participant.

> *D, formerly a teacher, now relates to the Center as a member of the faculty and as a parent. She comes with her small daughter to Saturday parent-child events. The atmosphere of the Center seems more relaxed to her then and she uses the occasion to browse: "I tend to roam around and see what's available."* (I)

Another factor drew people away from use within a fixed professional framework. As described in the previous section, the almost inevitable multiple engagement of any one visit to the Center cut through a visitor's identification within one or another group of users. Faculty, teachers, students, staff -- all browsed, observed, interacted. These were self-directed processes, dependent on the participants' experiences, interests, needs. The setting evoked things that were of interest or concern to the *individual*, to the whole person rather than to his or her role in education.

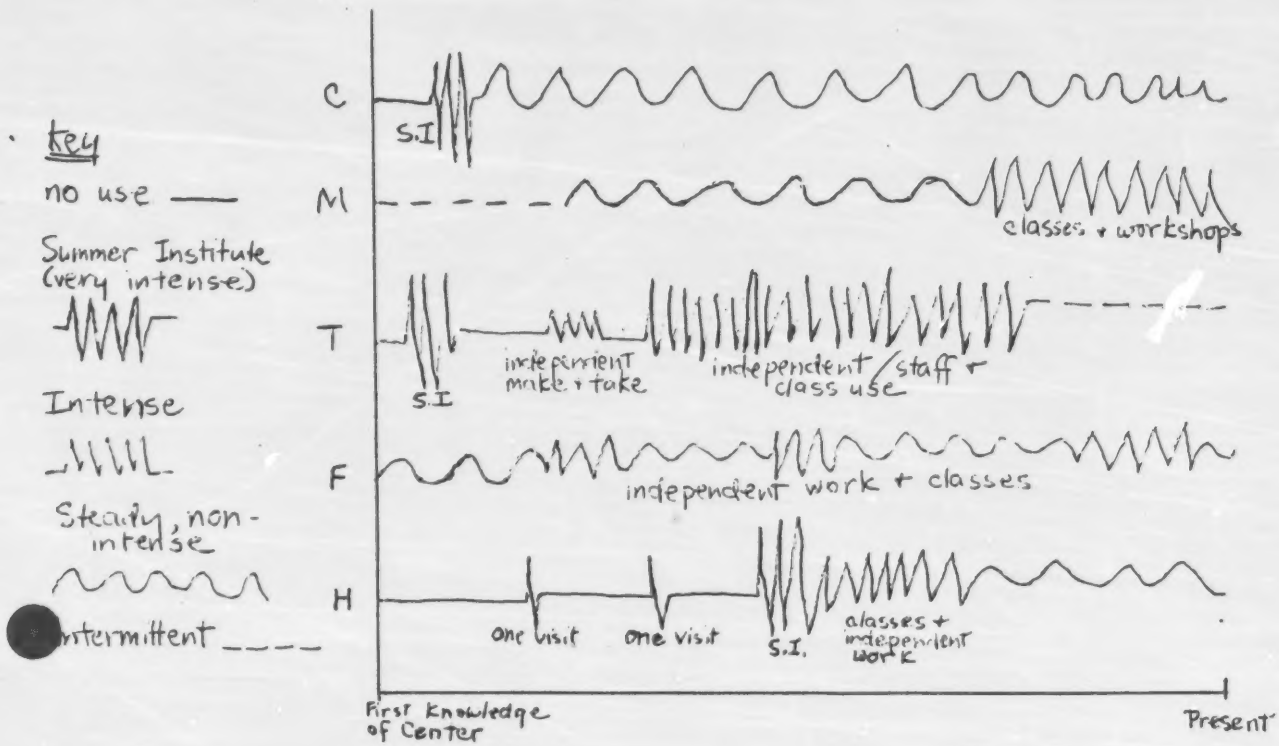
> A faculty member: *"I just went there a lot, with students, to learn, to look at materials. I had questions." She became very interested in math, in Nuffield curriculum guides...not necessarily for her courses (most of which were in reading) but for her own interest. "I browsed. I would just wander up and down. I thought of it as goodies."* (I)

Personal configurations of use began even prior to first use. People knew of the Center in many different ways, and their decisions about when to visit and for what purpose initially were very different. Our information suggests, however, that within the context of interpenetrated use already discussed the *substance* of people's first visit was similar. The variety of ways in which people heard of the Center (see Table IV, Appendix B) reflected its longevity and its embeddedness to the schools, to City College, and to certain national forums. New users found the Center through its presence in all these institutions.

The Center's continuity made it possible for people to approach it

in their own time and gradually. Many participants' accounts (e.g., *H*, *B*, *C*, *M*, etc., cited above) suggested that use did not follow immediately upon people hearing of the Center. It was a presence for them before they used it so the impetus to make first contact was another matter of personal choice or circumstance. However, the dominant theme in accounts of first use was *familiarization*. Browsing, observation, informal interaction, prepared participants for future use. Familiarization was the ground from which people began to differentiate and specify what the Center's usefulness to them could be. Even if people first came with specific purposes in mind or to fulfill external arrangements (e.g., *O*), these purposes gave them a chance to look around and see what was there, and to get a feeling for what the place offered.

After first familiarization, participants tiptoed or plunged into use of the Center. Like *B*, some participants came first just to look, then to take a workshop, then a course. Others, like *H* or *C* engaged in the most intense experience the Center offered, the Summer Institute, when they finally decided to engage. Such differences in the timing, rhythm, and intensity of first and subsequent use of the Center described in the histories cited earlier can be suggested graphically as follows:



What people knew and used of materials and curricular areas in the Center varied similarly. Almost everyone who was interviewed made some reference to the books (though in what area was not always clear) and to the animals as at least a point of reference. Otherwise, people differed considerably in what areas had engaged them.

> *D, an experienced teacher, uses the library of material on open education and child development, and the science library. She has her own books and expertise in math and social studies. But she has picked up information about math materials by seeing other people work with them in passing. The Summer Institute in particular made her aware of how much material there was at the Center. She focused in science, but explored things she hadn't before, such as darkroom photography.* (I)

> *Of the things she's used or areas she's been interested in, B, also an experienced teacher, remembers music activities, cooking (which she researched on her own at the Center), the MacDonald books on science, some books on black history, displays on graphing.* (I)

> *Q teaches nursery school and her schedule hasn't always allowed her to make much use of after-school offerings. She expressed interest in talks, for example, on testing. She comes annually to the Martin Luther King memorial and likes multi-cultural things. She is sitting in on a science course now to get additional insight into inquiry. She has gotten "good stuff" from the music corner, and in workshops has used clay and done cooking, math, geography, fall leaves. She considers her own curricular expertises to lie in music and movement.* (I)

> *N uses the Center's areas "according to what my needs are." At the moment, that means the animals and their environments.* (I)

> *E is a non-matriculated student taking Spanish at the Center. It's her first term at City College and her first contact with the Center. She uses it as a comfortable place to work between classes. She used to teach, briefly, but will probably go into music. So far, she's read books, studied the globes and the animals, looked at the photographs of making the mural, the musical instruments, the hall displays, and inside the refrigerator. She likes to look at work-in-progress left over from classes or workshops the night before and says she can always tell how much has been going on because of it.* (I)

> *M, a faculty member, has used every part of the Center by her account, or at least "lots of them." "I used it very assertively. I would go over and say 'how can I use this or that?'...But I also browsed." Her activity extended from her own curricular specialization into other areas, by virtue of her own explorations and the choices her students made in classes held at the Center.* (I)

Though exploration and use of the setting tended to be in areas where people were not experienced, there were several instances of people with specialist training for the upper grades using the Center to find ways of adapting their specialty for younger children.

> *W, formerly a science teacher, got help on science centers at the Worskhop Center when she started to teach elementary school. "I had to start from the very beginning. But science--I had science. I had laboratories and all of that. I knew it. But then, I found that I had everything up here* (points to her head) *but I didn't know how to put everything out for the kids to work with.* (I)

People differed in what aspect of the Center was significant for them in general. Interaction with other participants and staff was what sustained some, while others were more intrigued by possibilities for observation. Some of these differences reflected what might be called, loosely, personal styles. If observation was a primary mode of taking in for some, others tended to busy themselves with hands-on work. What roused questions for participants was different. In their comments, some teachers focused on how the setting itself suggested questions for them about classroom organization, the role of displays, the relationships between activities. The physical set-up was more of a background to activity for others, whose questions arose in the context of classes or workshops and were only then referred back to the physical setting.

By implication there were differences in how the Center was conceived as a resource. For some the Center was primarily a place to get materials and ideas for activities, and perhaps some ideas of how to make classroom implementations with these. Others also saw it as a curricular resource, but what they valued was the overall view of curriculum as connected inquiry, a view which they saw in the setting, and it was for this as much as for particular materials and activities that they referred to the Center. For many the Center embodied

an approach with which they identified or which they at least wanted to explore as an option. However, for most beginning users, the Center was a service, a facility with certain obvious uses and potentials for use that did not carry for them a prerequisite point of view.

Obviously the configuration of use was shaped by external circumstances as well as by the "style" or needs of participants. Changes in work or life circumstances affected timing, intensity, and focus of use: people moved; had children; etc. Configurations of use were also different because of changes in the Center program itself.

> *T took the Summer Institute before the Center opened. She did not become a regular Center user for some time after it opened, despite being engaged in the master's program at City College. At that time the Center's possibilities for use with classes were not as well established as they are now. In contrast, F, whose first use was around workshops, browsing, and independent work, has had more intense use of the Center as part of her master's work.* (I)

* * * * *

Differences in patterns of use did not fully describe personal configurations of use but they did help establish their existence. Our purpose was not to document the differences in detail nor to identify their connection with some specific aspect of setting or user. The information gathered confirmed what we thought could be expected to happen in a dense, flexible, open setting: people developed individual patterns of use. The existence and extent of personal configurations was an important impact of setting on use.

Other dynamics of use and setting

THE REALITY OF PERSONS AND SETTING

An underlying theme in participants' accounts of their use was their sense that, in the Center setting, they were real, whole people with capacities for purpose, decision, interest, and action. They made references, for example, to the many ways in which they felt "adult-like" in using it, especially in interaction with others. Teachers described bringing their own ideas and interacting as peers with other participants and staff. Students and faculty reported relationships with each other modified towards greater respect and interest in the context of the Center. Faculty were stimulated by rarely-experienced collegial discussions about their substantive interests that were possible in the Center, as well as by the many provisions for these interests. Parents found themselves included as part of the educational community. Principals had a chance to meet with teachers and with each other outside the immediate school framework and were gratified to express their long-range concerns, to assess the underlying commitment of their work.

> A teacher and graduate student: *Classes in the Center, she says, are different from classes elsewhere because "the instructor is not behind a desk...You're able to speak to them before, during, or after class, which I find more adult-like...."* (I)
>
> *A faculty member describes how a course that she taught wholly at the Center for the first time included something previous classes had not developed: The students began to speak up to each other, to challenge and discuss with each other, without looking to her all the time for direction. They brought in their own experiences and beliefs. They acted "like people, like adults. They didn't just wait to react to me as the teacher."* (I)
>
> *Another faculty member has been terribly excited by the unprecedented possibilities she has had to work with other faculty and staff: planning is different. Each staff member, she says, comes with ideas from his or her*

own field, and when the others talk she sees new connections in the topic to her own field and is able to help the others see connections from hers to theirs. The teaming and joint planning "allow for creativity you wouldn't have in planning an individual class." As a result of her work at the Center, she also relates to her students now more like people: "You begin to listen and to hear differently." (I)

A teacher: *One hundred percent of the people I meet here are willing to talk to you, are willing to listen to you, are willing to share...I mean, the same teachers that you might meet in the public school system who are really kind of private about their classrooms...when they come here they share everything...."* (I)

A teacher: *I feel all of my experiences at the Center have been as learner, teacher, participant, peer--sometimes more one than another but all often available and important to me.* (Q)

A parent: *It was a wonderful opportunity to meet other parents from other schools, finding out they had similar problems and talking through possible solutions. I so enjoyed listening to educators talk about their experiences....* (Q)

A paraprofessional described what made her return to the Center: *The way I was treated. I was wanted. I was given an opportunity to speak and I felt I had something to give and that made me feel good.* (Q)

A colleague who worked with teachers in schools: *I've found peers and intellectual stimulation at the Center--more through informal conversation than through workshop or materials.* (Q)

A teacher: *Just to reiterate--the feeling of being cared about/treated as a total person, not fragmented as I had so often been in other so-called educational experiences.* (Q)

Observation showed that talk at the Center was indeed constant, and that it was easy and included whoever was around. Conversation intermixed discussion of work at hand, classroom issues raised by work, circumstances of work, children, a range of content interests, and personal things. The pervasiveness of conversation and the range of subjects were themselves indications that people did not feel restricted to a narrow definition of purpose at the Center, that they could be "themselves." The importance of interaction

to participants' sense of being accepted as people was more specifically clear in their descriptions of how differences became occasions for exploring their own ideas:

> *A teacher describes an instance of the Center's helpfulness when she was learning about trees and leaves: "I know nothing about trees and leaves and this was a really good resource center for me...you know how kids bring in leaves in the fall and I was able to say 'oh, that's a maple!' ...and we did collages and I was able to talk about each leaf...." She goes on, however, to say that she still disagrees with the idea that you should leave the fall leaves up through the spring, an idea which had been discussed at the Center. Her own inclination is to change the leaves with the season.* (I)
>
> *A teacher who values most the interaction at the Center with staff and other participants: "I think there are a lot of very strong opinions there, very, very strong. I find they're very provocative...I don't have to agree, but as long as they make me think--...and the reasoning is -- and I think Lillian has said this -- we are grownups and we do have to take some kind of responsibility for what we do. (The strong opinions) give the rest of us timid souls something to go on...."* (I)
>
> A former teacher, now in a related field: *I have always found that it is truly 'open.' I have never felt I could not disagree with some positions taken by the staff there... My experience is that it challenged my thinking leaving me free to formulate my own orientation.* (Q)

Evidence of the sense of person-ness came also in some teachers' descriptions of changes in their use of the Center towards things that interested them "personally" rather than meeting an immediate classroom need. Others referred to their involvement in the Center as "personal as well as professional."

> A teacher: *As I developed both teaching skills and confidence in those skills I began using the Center more as a meeting place than as a place to make teaching materials. I also shifted my choices of workshops to those which appealed to me as a person rather than those which appealed to me as a teacher.* (Q)

Here "personal" was taken to signal the integration of professional and personal goals, the mobilization of participants' intelligence and interests

in relationship to their work. As one participant put it, "I can't separate the Center from everything I do." Or, for example, a high school science teacher spoke of his renewed sense of the excitement of his *own* learning, an excitement he then tried to bring to his students:

> *In the summer I explored media which I have not indulged in since elementary school...I rediscovered/recaptured a great exuberance/excitement which I didn't realize still existed in me. All of the participants I am sure shared this feeling. We all got close very fast. I carry this into the classroom everyday inside me, and try to stir this feeling in my students, though it may be a conventional setting....* (Q)

Staff also spoke of their experiences at the Center in ways that suggested their sense of "personal" realization in the work. Former staff said that working at the Center had been one of the greatest work experiences they had ever had, in part because of the colleagues they found there and in part because the work itself engaged them in their own learning, not as tangential to what they did but as its very heart. This learning was not confined to their area of professional expertise. They described opportunities to experiment with materials, to try things, and to develop interests beyond the expertises with which they had come. These opportunities were experienced as contributions to their growth as individuals. Staff also described using the possibilities for observation to expand their knowledge of materials and to see other styles of working, enabling them to reflect on their own. The possibilities for contact with people from many places and many realms of education, for participation in seminars and discussions were valued as being real expressions of respect for their personal capacities for expanded thought.

> *It was the most human place I've ever worked at... I felt that we were free to be imaginative, thoughtful, and had a lot to learn--to presume to teach others... An intricate team setting not without conflict, but with the understanding to live through it--tolerate and appreciate one another. Not to be forgotten.* (Q)

> *I commented on how much he learned from observing a fellow staff member and contrasting their personal ways with participants: "We had at one level quite different styles of actually relating and talking with a teacher...(but) we both often saw the same teacher respond just as intensely to her as to me, but to two different styles, so it went beyond the old cliche of 'well some teachers will respond to x and some will*

respond to y.' That's true sometimes, but I think it's more the case that the same people will respond equally positively to more than one way of approaching." (I)

-I learned a lot that year because I used to assist O. So when she was doing an art thing I wouldn't be responsible for doing another workshop, which gave me a chance to work with her....
-I used to play with art stuff a lot because we had a professional artist on the staff. And I couldn't wait to get here to do a silkscreen project I'd started the day before, which we always tucked up and it was always there.
...I got real involved in T and his interest in the (science/animals) cause let me tell you it wasn't my thing. But as I joined him there at it, it slowly became my thing cause there was no pressure. That's a different kind of playing around but indeed it was playing around. Having a chance, time, to just sit and go through books was the greatest privilege I've ever had....
-About going into schools: *The more I went into schools and the more I learned about the population of children and the more I began really to understand the differences, the more reality-based my planning for workshops would be. So I grew in that direction.*
-And visitors. *Oh! We had so many visitors. So that on the day I might have wanted to concentrate on (straightening the library) I ended up spending with people from another country talking about their work and adding to my expertise all the time, and then being able to share with teachers 'Yeah I was talking with a person from Sweden the other day who's doing a similar kind of thing.' You see? The networking truly was happening on a grand scale.* (I)

Participants and staff had not been asked to comment directly on their sense of themselves in the setting nor, indeed, on anything more personal than their "first impressions" of the place. That their descriptions should remark on this sense of themselves as real people was thus all the more striking. Their experience seemed to give body to the observations described earlier on how the setting supported the construction of truly individual configurations of use. It also served to highlight perceptions of the setting as authentic, real, genuine. For participants, the setting had a presence transcending its resources. Their perceptions of its authenticity were a prevailing theme in interviews and questionnaires and seemed to correspond to their experience of their own reality in the setting.

Participants referred to the authenticity and reality of the setting in a variety of aspects. They remarked on the *real* knowledge about children

expressed by staff and evident in the actual hand-made work of children and teachers that was displayed. They commented on the sense of partnership with staff, that staff will "get in there and do it with you." They were relieved and stimulated to find connections with the "real" world and "real" issues: testing, heterogeneity, etc. Invited speakers were characterized as "big thinkers," "real thinkers." (We heard not far beneath these comments participants' weariness with textbooks that predigested content; with programs in which the teacher was reduced to mechanical implementor; with tinkering that avoided the urgency of children's needs.) The concreteness of experiences offered and the real valuing of making mistakes were cited. People said they *counted* on a staff member or on finding what the needed, with confidence that there *really* would be a response. They pointed to the spontaneity of response, taking advantage of what was there or who was there or what was on one's mind to guide what happened next. Staff remarked on the stimulating and consistently supportive work environment.

> A teacher: *I knew that it was not just your typical chart out of a book, you know -- 'how-to' and you sit in a room and make it nice and pretty. The charts seemed to indicate that individual kinds of thought had gone into them, and again because they weren't your pretty, showcase kind of charts, you knew that what someone did was accepted and if you can accept that kind of a thing from grownups of course you can accept it from children. Again, you just get a feeling that the individual is really respected. I could see it from the work--and (it was) in order, but not the kind of order--it's* ordered. (I)
>
> A teacher said he returned to the Center *because the place was intensely involved in education. It was obvious that these were not people who were just going to tell me how to do it...These were people who were going to do it with me and to me that was very important. I had had my fill of higher education people who were removed from the classroom, and I didn't find people here were removed from the classroom. They knew what was happening in the classroom.* (I)
>
> *A faculty member appreciated the fact that the Workshop Center had the Foxfire books and* 1001 Facts About Hurricanes *-- books that were not texts and were not just aimed at teachers.* (I)
>
> *A teacher and former student likes the Center because it's "up-to-date. It's with what happening now."* (I)

> *A former faculty member describes the Center as a "quality" institution. The books were good books, the materials were there for doing a high level of work. The art was real art. Publications, lectures--"everything was a high level professional undertaking."* (I)

Authenticity of the setting went beyond the concreteness and quality of materials and programs or the reality of staff experience with children. It included the dense, interpenetrated quality of the setting, which visibly integrated many *real* uses by other participants and staff. In addition, the setting represented a universe of learning that went beyond immediate use. Certainly its materials and resources amounted to more than could be exhausted in one visit or series of uses. But the sense of more-ness was not simply quantitative. The setting represented the range of disciplines through which the everyday materials and experiences of the world could be studied. It represented these disciplines regardless of the fact that only some were being engaged by participants at any given period. Though no one had been using art materials for a while, this was not taken to mean there was no need for art materials. Though one or another workshop drew few people, workshops on that subject were not dropped from the program. The setting maintained a commitment to a rounded, full view of curriculum content that went beyond token coverage. Moreover, participants saw what the Center offered not just as "how to do," for example, a curriculum on black history, but as part of a living reality that teachers as citizens and adults were naturally involved in.

> *The Martin Luther King and Holocaust memorials were really that--with reminiscence, discussion, reflection. A teacher recalled: "I remember one (on King) that was so especially good, I think it was about three years ago--'Memories of the Jim Crow South'--and a lot of people got together and talked about things they could still remember that were just so incredible that you couldn't believe it was still going on in the '50s and early '60s, but yet it was. That's the kind of thing that's really good and really puts you in touch...."* (I)

In maintaining a rounded and real view of curriculum the setting was not simply a passive recipient of participants' questions. Just as the setting actively contributed to participants' use and inquiry by its richness of materials, it interacted with participants in asserting the universe of learning.

The assertion of a universe of learning was one way in which the setting was visibly *outside* any individual participant or staff member. The density of setting, the self-evident presence of many possibilities of use, contributed to participants' sense that the setting did not have to be reorganized around their every use, that there was no hovering over their every request. There was more to the setting than response to a participant's request. As we have described, the setting was open to participants' own self-directed browsing, observation, and interaction, and to selection, combination, and connection-making according to their individual needs and interests. The public nature of the setting meant that other uses were visible, including uses by staff. Staff work went on alongside that of participants. It was clear that staff were still learning in the setting and that they did not have all the answers. There was a collegial interaction between staff and participants quite different from that possible in an empty or temporary setting, where staff's first concern would have to be the establishment of something for participants to engage with.

Standing a little apart from participants and staff both, the setting relied on participants' capacities as people to assess the resources and their own needs and to formulate uses of the resources that would be responsive to their interests. It encouraged participants to *create* responses to their needs in the context of a prepared setting. As described in "Historical Framework," this preparation involved the accumulation of a variety of resources related to the questions that teachers typically asked and to the concerns they typically expressed. The resources, as described, were varied and were not packaged or presented as models. Participants with specific requests were referred to the resources that appeared to address those requests. As appropriate and possible, staff engaged with participants in conversation, bringing out participants' actual circumstances and the goals behind the request. Staff might suggest other kinds of things that would be helpful for these purposes and that participants might want to explore. Staff stood back from the setting, assuming a collegial role, helping participants think about their choices and perhaps helping them broaden the context of their request so as to facilitate connection with what the setting offered. Underlying this collegial activity of staff and setting was an assumption that participants were really interested and serious about understanding the content they were

offering to children, the ranges of connection possible within content, and the possible differences in approach to it. Thus, the setting engaged with participants' intelligence about their needs and requests. Far from inhibiting them, the fact that the setting might not match a specific request exactly prompted participants' enhanced activity in their own behalf.

> M, a veteran teacher returning to the classroom after some years away, teaches in a reading lab. She recalls a session she came to on language arts and reading a story: *I thought "if I have to go through this number again and put myself in the position of a child--." I've been in this a long time...The workshop leader said "I'm going to read a story" and I said "I'm going to die." Well, she read the story and we all did a collage project. And I thought "You must never close your mind" because it was very interesting and very different to see how every adult chose, got the main idea, put it down on a paper in a collage and that everyone's was different and everybody had some sense they knew what the story was. So what I thought was going to be such a repetition was not, and now I thought I could bring it back to the junior high...(though it was really more appropriate for the elementary school). Now I'm doing a little bit of art work in the reading lab....* (I)
>
> *A faculty member remembers that the Workshop Center had the whole faculty over for workshops early on. She was then just getting interested in language and wanted to use the Workshop Center and Lillian to learn about it. But Lillian didn't really want her to just look at Breakthrough and other language programs, but to do something. So M talked to the workshop leader and he asked what she would want to have in the classroom to stimulate language, and she ended up making a telephone in woodwork. She had never done anything like it before, and thoroughly enjoyed it....* (I)
>
> *A junior high teacher came to the specially-arranged workshops and what he said he wanted didn't even faintly correspond to what the Center offered (his district had mandated certain "skills" for teachers, which he wanted to get out of the way). Since the arrangements for the workshops had involved District permission for released-time, the staff said the thing to do was to try this session and see what he got out of it and then if he still didn't think it would work for him, he could arrange for someone else to take his place. After all, his attendance was voluntary. He agreed somewhat reluctantly, but by the end of the day he was certain he would come back--he'd gotten interested.* (O)

Because the setting was comfortable and not directed exclusively at them, participants were easy about raising their doubts and celebrating their accomplishments. They felt free, also, to take a critical stance towards what the setting offered.

> A teacher: *(The Center) was something to help me feel confident in what I was doing. I knew I could mess around and if I made a mistake I could go to somebody and they'd say "okay, try it another way" or "it's not really a mistake"...and then I'd sit back and rethink it...I got a feeling from people that "okay, it's okay" and that it's okay to make a mistake too, because you learn from them. Someone could say "well, you should have known that." Well, I did know you learn from your mistakes. But when you're teaching children and it's a whole new setting... and you have an administrative staff over you and they're not coming to you telling you "it's okay," then you got to find from somewhere else that it's okay. If you're the sort of person who's conscious about it. And watching other people make mistakes here too. I came in once and they were doing canning and I saw people make mistakes..and people doing it wrong, and they'd talk to the ones who were making mistakes, showing them, and I thought that was nice.* (I)
>
> *C, a faculty member, noticed that in the classes she holds at the Center the students interact with each other, not only with her. She feels this atmosphere and exchange is due to the Workshop Center setting -- it's a warmer feeling, the small group and independent work can go on (during the class). It feels human. Also, it's clear the Center isn't simply hers, so if she asks the students to critique the books, they know she hasn't pre-selected the books and they were freer to be more reflective and assessing.* (I)
>
> *Two teachers who were depressed about their teaching came with a group for pre-arranged workshops. They got involved in printing, and began to enjoy it. They ended by glorying over their results, having even found ways of incorporating their mistakes and messy prints into a final composition.* (O)

The setting also offered participants a background against which to observe the ways in which their selections and patterns of use reflected individual concerns, approaches, and interests. It enabled them to mark their own growth in relationship to a setting, because it continued and could hold for them the memory of their prior uses. It also made visible to them what

they could still learn, and re-asserted that what they knew was not finished.

> *F, a day care teacher who has used the Center extensively for independent as well as class work, has noticed that she tends to stay away from things at the Center that would get her dirty. She notices this in the classroom, too, where she tries to steer the girls over to the clay--cause they have the same tendency.* (I)

> A former student, now a bilingual teacher: *(The Center) means more to me now than at first because now I look back and see how I've grown professionally. And now to my future goals it is an ideal resource for me and the people I come in contact with (student teachers).* (Q)

> *N, a teacher, would like to get involved in the photography and clay sometime . She doesn't see herself as visual and would like to give kids access to visual things, but feels she doesn't do as much as she could with them because she's not good at it.* (I)

> Q, a teacher, says of course there are things she still wants to do at the Center: *Oh, yes! Just because I've done clay once--every time I see Henny's got some new clay idea going or a photography (idea)--I just did two things with photography and there are probably a million things you could do....* (I)

In releasing participants to engage as whole persons, the setting seemed to ensure their continued relationship to it. Participants described the Center as a place where they felt at home, where people were "like family."*

> A teacher and student: *It's like a family, you know....* (I)

> A bilingual teacher: *It is a place where you are welcome and can have a coffee, a piece of cake. Someone to listen to you, to offer to help you, to direct you where you can find what you need. A place where you can use materials, experience the arts, crafts, cooking, learning how to develop pictures. Share your knowledge with others. A place where you can contribute and doing so you become aware that you too have something that others didn't know and...others want to learn from you. To me it is a marvelous place, I feel at home there.* (Q)

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* Numerical tallies of question 1 on the questionnaire tend to confirm these descriptions. Though questionnaire respondants were frequently people whose use was more distant, more of them checked "friend" than any other of the uses listed (Table V, Appendix B).

A teacher and former student, originally from Africa, returns to the Center in part because -- he gestures to some of the resources, a xylophone, a sheaf of weeds -- it reminds him of his country. (I)

A teacher: *I was in one of those binds where I had to take summer credits and (the Summer Institute) looked interesting. I sent for the brochure and as I read what was going to be done it looked like it was going to be more than 6 credits worth. So I came up (to see what the Center was like) but after I got here (that first visit) was like a homecoming....* (I)

Participants described their continuing relationship to the Center with a sense of possession and community, accompanied by spontaneous expressions of obligation and responsibility to the Center, to other participants, to students. Perhaps no other statements convey so vividly the reality of the setting and its users.

A teacher recalled his experience of the Summer Institute: *I really was thrown into the whole place, was introduced to all the rooms and really felt like it was me, it was part of me, and I was going to help it grow and it was going to help me grow--(that) type of thing.* (I)

A teacher, commenting on the experiences some of the other teachers in his school who had never been to the Center before are now having: "What the Workshop Center has done is provide an opportunity for collective experience." (O)

L, a student and now a teacher, was observed one afternoon browsing among the science books. This year he had been coming from time to time simply to be around. There were some newer participants near him and they had questions. Lillian asked L if he would help them, and he did, with interest, spending a long time engaged with them. (O)

A teacher described helping a new participant who wanted to write a reading unit. Having talked with the new participant about what he wanted and what the Center offered, the teacher offered to send the new participant additional materials himself. (I)

A faculty member suggests his sense of responsibility for the Center when he says that teaching courses at the Center changes his course goals--that his goal becomes partly to help students be able to use the place independently. (I)

> A teacher: *I feel this is a place that I will continue to use. As a matter of fact, it's occurred to me that I might spend some time here after I finish my courses and learn a little bit from Lillian and the people who work here. I know she needs volunteers, it's just that I haven't had time, because this is a place I feel I could make some impact and get a lot for myself.* (I)

The imagery of home and family has stayed with us as a way of understanding some of the interlocking relationships between setting and use and the different levels of this relationship. In speaking of the Center as "home" or "family," participants referred to the Center's complexity of organization and interaction -- its interpenetrating uses and dense setting; to its permeability to individual patterns of participation -- the personal configuration of use; to its acceptance of person and stimulation of memory, experience, idea, activity, implication -- the reality of persons, inextricable from the reality of setting. They referred as well, of course, to familiarity, itself a support for their learning. For both new and more familiar participants the Center seemed to have a "character," a "personality" of its own, much like a house acquires after many years of occupancy. It existed apart from them, but included them in its community. It was a convergence of people and content, a center.

THE CENTER'S RATIONALE AND PARTICIPANTS' DECISIONMAKING ON THEIR NEEDS

Participants' perceptions of the setting as authentic and of themselves as real in their use of it was the context within which it was possible to understand what they said about their relationship to the ideas and commitments that informed all aspects of the Center's work, including daily interaction with participants about their practice and needs.

In proposing to study setting and use we were aware of course that the Workshop Center was known for having a point of view about learning and the circumstances that support learning. As we described earlier, the program had sources in earlier experiences -- the Summer Institute, the Open Corridor program, the City College master's program in "The Child and the Individualized Curriculum." Ideas from these and other staff experiences became the basis for the Workshop Center. They formed a beginning

framework of practical experience and rationale for the establishment of a setting that would foster inquiry and decisionmaking on the paths of their inquiry and curricular development by teachers and other educators.

The beginning framework had been called "open education" and it was in terms of "open education" that we queried participants about the relationship of their use to the Center's rationale. Especially on the questionnaire, we asked what role this orientation had played in participants' initial use of the Center and how it had affected subsequent use. Participants' responses offered considerable evidence that the open education orientation was not really important to them nor particularly a factor in their use. Simultaneously, however, participants reported that they valued the Center greatly as a place to hammer out their ideas about practice or as a touchstone for their basic commitments to children and teaching. These responses required rethinking some of the assumptions underlying our questions. It became apparent that the questions we had asked derived from earlier understandings of the framework of the Center's work and did not reflect the Center's current base for use. This has been an important finding inasmuch as it has implications for the process of institutionalization of the Workshop Center. It will, we think, also be suggestive to other centers seeking to unfold the implications of their work while simultaneously becoming intertwined with the institutions and people they hope to serve. The background for this finding and the role of setting and use in propelling the change it identifies are described in this section.

The significance of the Center's original relationship to Open Corridors

The name Workshop Center for Open Education retained a connection of loyalty with the Open Corridor program, that is, a connection with its history and with the intention to better the schools that lay behind the Corridor program. The Center itself was intended to allow , however, a *broadening* of the frame of reference of Open Corridor work. By creating a setting in which non-Corridor people could participate, the Center was to help Open Corridor participants realize their relationship to colleagues in less favorable situations. Those working in isolation were and still are also working in critique of existing practice, whether expressed specifically or as a discomfort with what they are doing or what they see around them.

> *N "stumbled into teaching," having taught dance in a summer program and seeing that she got along very well with the children. "I must say that when I started teaching (in 1967) I hadn't had any ed courses, but I knew that whatever they were doing it was wrong. That sounds so pompous, but when I saw the state the kids were in--whatever you do you don't do* that, *you must do something else. That's common sense. If they're jumping off the wall from doing what they do, then you do something else...it was just a matter of finding a way. My life would have been much easier had I known that this (the Center) was going on.* (N began using the Center two years ago.) (I)
>
> *H, who now teaches in a special program for drop-outs: "...the traditional approach of nailing the kids in their desks, which are nailed to the floor, and preaching at them, seemed ridiculous to me....* (I)

The struggles of these people, working alone, to work out more flexible responses to children in unsupported circumstances were to be a reminder to Open Corridor people of the continuity of their own work. It would enable a renewed evaluation of their situations and of what was truly minimal for good practice.

The Center also had as part of its rationale that improvements could only be made by teachers, administrators, and parents as they themselves saw the necessity, defined the improvement, and decided on ways of implementing it. In other words, change would have to be internalized. This rationale precluded a narrow definition of open education as a packaged "it," to be implemented as presented. School people were expected to find their own definitions and their own ways. If the Center were to help in this it could not select participants narrowly nor prescribe their understanding.

Association with Open Corridor obviously played a role in the connection of Open Corridor people with the Center. Open Corridor teachers have tended to use the Center *less* than others, however, because of their involvement in developing the possibilities offered by their in-school circumstances and because of the in-school community of exchange fostered within the program. On questionnaires especially it was clear that the Center remained a touchstone for the work of these teachers, advisors, and parents. Their actual use, however, was largely of conferences or similar big or ceremonial occasions or of advanced courses at the College with which the

Center was associated, rather than for independent and extended inquiry or for mutual support and confirmation, which they often found within their schools.

> An Open Corridor teacher: *I am into other things now and so go less often. But I think of the Center as a touchstone to the best ways of learning and of working with children and it holds the excitement of those years when we were all breaking new ground, and it is the place to see some of those people we worked so closely and intensely with for so long.* (Q)

Most of the participants we questioned and observed did not come from Open Corridor settings or even from settings that permitted an open education definition of their work. Many reported coming to the Center without having heard of open education, or only vaguely as a "new trend." Many participants came first as students in courses using the Center for curricular support. Initial acquaintance with open education or lack of it definitely did not determine or influence participants' *subsequent* use. Responses indicated that the open education name had little meaning in actual use.

> A teacher: *The name nor the background affected me. I liked what I saw when I visited the Workshop Center and so I returned for more...I appreciate the richness of the environment of the Center. Plus, I appreciate the exchange with teachers. The Workshop Center always stimulates me; that makes me want to return for more.* (Q)

> A teacher and former student: *I was really only partially drawn by the name: it was, after all, a service provided by City College for education majors who were interested in education. It was the supportive nature of the Workshop Center, the excitement about learning that it generated among the participants, that was responsible for my deepening involvement and participation.* (Q)

Among those who had heard of open education before coming to the Center, there were varying conceptions of what it meant: a set of practices; a philosophical stance; an "alternative;" a humanistic approach; a "permissive" approach; etc. In many instance it seemed to mean newness and possibility more than anything else.

A graduate student, replying to a question about the effect of the Center's orientation on her use: *It is my firm belief that the added pressure of having to sit in the same seat more than 2 hours is a deterrant to learning.* (Q)

An intern in an Open Corridor school from another college (now a college administrator): *As I first knew (open education) at the Center it meant that there were many possible ways to experience the world, and people, and that one's creativity would determine how best to enable children and adults to partake.* (Q)

The generally vague conceptions about open education did not seem overall to have much power either in drawing people to the Center or in deterring them. The routes by which people first came to the Center had little to do with educational philosophy per se (see Table IV, Appendix B, which identifies the routes of first use described on questionnaires). Nevertheless the *name* open education continued to play a role in prompting discussion. Reference to open education in books or to observed practice that was called open education stimulated participants' own critique of existing practice, which was often inherent in their continued use of the Center. In this case, the Center was seen by participants as joining with them in a statement broader than Open Corridor.

The superintendent of a local district with which the Center has worked extensively answers the question on how the Center's open education orientation affected his use: *Yes and no, we use the Workshop Center for our so-called "traditional teachers" as well as the teachers referred to as "open education." In essence, we feel that some principles of educational philosophy and teaching methodology are universal. Consequently, we expect a good learning atmosphere to reflect these principles regardless of a label...We like to think of ourselves as "opening up" the classroom to individualized student growth and development and to foster better understanding and relationships between students, teachers, and parents.* (Q)

Another superintendent: *My continuing interest in the Center is based on its continuing interest in the classroom and the relationship of instruction to learning. This interest transcends time and tradition.* (Q)

A teacher, now working out-of-state: *The attitude there was one that helped me to renew my interests in child development, that helped me to feel that my role as a*

> *teacher was a significant one, and that I could play an important role in children's lives based on the decisions I made in the classroom. The Center was a place where I could simply recharge my battery...Just knowing that the Center is there continuing to try to provide support for teachers so they can better help children grow, helps me to continue to plug away in my classroom....* (Q)

Though the name open education continued to be functional in provoking discussion, the Center's rationale and participation came to be more broadly conceived. This evolution was one of the major effects on the setting of use by a great diversity of participants. In turn, participants' understanding of the connection of their immediate needs with their more continuing concerns and purposes was expanded by their interaction, through the setting, with these evolving ideas and commitments.

Participants' needs and Center rationale

Participants came with specific needs and purposes. A teacher wanted a book on gerbils and perhaps some advice on gerbil environments. Another needed to find some math games. A student teacher needed help planning a cooking project to dovetail with her class's social studies work. A faculty member needed to look up bibliography for her course. A parent wanted suggestions about afterschool reading activities for her child.

People plunged into use of the Center because of changes in their school, grade level, or in the type of program they were planning. They wanted help with materials, but also they felt the need to re-think or to re-integrate what they already knew in light of new experiences or circumstances. They sometimes needed to reaffirm their capacities to face new challenges.

> *W came to the Center because she was about to start teaching elementary school after being trained for high school. "I was very interested in developing materials, like games, that I could use in the different areas because since I didn't have experience at all in what was individualized instruction and I wanted to do it, I thought that through games I could manage to do it." She had priorities for the Summer Institute that year: "I tried to reach as much as I could that summer, since I didn't know a thing about materials....* (Q)

An experienced Open Corridor teacher: *When I was excessed, I think I lived at the Center that first six months. It was absolutely necessary and it was the first time it was absolutely necessary...I needed to talk with people. I needed to have that connection, because there was nobody (at her new school)...it was needing support--the ambiance, the setting, the people, needing intellectual stimulation, needing to know internally, even though I thought I had totally integrated what I was doing and that it was right,...there were many days where by the end of the day I needed to go some place to reaffirm what I was doing, and myself.* (I)

Regardless of changes in their immediate circumstances, participants also came with generalized needs for "new ideas" to reinvigorate or enrich what they were doing.

N chose the special workshop sessions because she's been teaching a long time and wanted to get some new ideas. When I talked to her she had gotten interested in the African-style paper designs, the paper straw mobiles, and the hexagon sculpture made of construction paper. She is also interested in building the current transit strike into some look at transportation and was looking at some of the displays on this and asking about books. (O)

A man who used to come to the Center when he was teaching a regular 4th-5th grade dropped by again because he needed something to do with his class of "trainable adolescents." He joined the workshop on movement and math. (O)

Though circumstances sometimes gave urgency to participants' needs, as in some of the examples cited, more often participants came to the Center with a nagging disatisfaction or some budding questions about their own or school practice in general. They were unhappy with what they were doing or had begun to think more critically about some aspect of it.

C had come to the Center in the context of needing to develop ways of integrating curriculum for a new program he was starting in his junior high. For a long time he had been questioning the way social studies curriculum was taught in cycles--a topic got taught in third grade and not again until seventh grade. He wondered how we could let kids "postpone" their questions, wait a little longer for depth. Also, he'd have kids say "Ah, we don't have to study Indians cause we covered that before." "Everything was divided in such a way that the kids never got the idea that there was any depth and that they are capable of learning something and enjoying it." (I)

A number of participants, especially questionnaire respondants, expressed more drastic needs for a renewed sense of the value and do-ableness of teaching as a profession.

> *My second year as a teacher--I had decided to quit teaching. It was then that I discovered the Center. Had it not been for the Center and the people associated with it, I would have left what I considered a moribund, anti-intellectual profession--teaching. As of now I am utterly committed to that profession...and intellectually I can only say that I am interested and stimulated.* (Q)

None of these needs, summarized from questionnaires and interviews, was unusual or unexpected in the context of teacher education. None was specific to the Workshop Center. The range of needs expressed, from specific to general, from urgent to nagging to more drastic, was characteristic of teaching. Throughout this report we have described a setting designed to respond to these needs and developed in response to their particular expression in participants' use. We have described its origins and preparation on the basis of prior experiences with teachers' continuing development. We have described how participants' use of the setting was diversified, expanded, and interpenetrated, creating a setting dense with use possibilities, a setting in which individuals shaped personal configurations of use in accordance with their own interests, needs, purposes, approaches, and circumstances. We have described how specific needs were provided for but also how the setting might not match participants' requests exactly and that participants were encouraged through browsing and interaction to extend, redefine, and create their own responses using the setting. We have emphasized participants' active, shaping role, supported by the setting in many particular ways that represented a development of the possibilities inherent in continuity of place and staff, and in centralization. A setting had developed that invited a process of needs *enactment* by which participants' specific requests were responded to within a context that simultaneously drew them into extension, reformulation, and connection of their needs with their deeper purposes.

In this context, the process of meeting needs -- defining and stating needs, creating a response, assessing and modfying the response -- occurred through and simultaneously with use. The configurations of use evolved by individuals did not represent a sum of many discrete needs, stated and then responded to in a repeating cycle in which participants remained essentially

passive recipients. Continuity and density of setting gave time and context for participants to recognize the longer-range picture of their purposes, interests, and needs through their actions and interactions on many occasions and circumstances of immediate request. Participants were able to surface the fact of their having concerns, interests, and needs other than those immediately facing them and to begin to distinguish what they wanted to pursue. The setting did not require them to circumscribe and fully articulate their needs as a set or sequence of "it's" which could be met by one or another specific activity or material. It allowed them to recognize and reformulate their needs in an active and interactive relationship with the setting, that is, through their use.

The active, shaping character of participants' use has implications for understanding the role of the setting and rationale in supporting participants' exploration of needs and purposes. We have described how the context was in many ways active and interactive with participants, helping along the process of their formulation of needs and of responses to those needs. In parallel fashion, the ideas or rationale of the Center were subject to extension, reformulation, and broader connection by virtue of their embodiment in a setting that was open to the active, diverse, interpenetrating use by participants. The active character of participants' use -- its reality -- continually challenged and uncovered new aspects of the setting. Since the setting itself was based on and intended to enact the rationale, there could be no fixed formulation of rationale.

The network of ideas and commitments we are calling rationale was invested in the development of the concrete arrangements, programs, and interactions of the setting. The predominance of natural materials and of primary, everyday materials and resources rather than "education" materials, publishers' texts, or manufactured non-everyday materials reflected a view of curriculum as "making sense" of the real things of the world. Along with all the possibilities for individual work, the selection of materials and organization of programs suggested an inquiry approach to "making sense" in which numerous starting points could be used to explore and connect things. In turn, this reflected an understanding that content was diverse but interconnect around basic questions (e.g., size and scale; pattern; continuity and transformation). This understanding was made further evident by the presence of work in progress

and the kinds of displays of past work that have been described. A valuing of people's own activity came through these arrangements and was inherent in the inclusion of people's actual work and in the support for independent work. The diversity of programs and accessibility of materials suggested respect for different interests and choices. The permeation of the setting with talk, with charts, with books, with language and reading in all forms emphasized the fundamental importance of language and the variety of its manifestations. The mingling of people from many different realms of education, from many different groups, and the support for constant interaction among them over and around concrete activity specified a commitment to heterogeneity and openness. The entire setting articulated an approach to learning and to support of learning. The rationale was thus invested in action as well as in words.

> A teacher: *The surrounding itself is self-explanatory. It handles learning from child-oriented materials as opposed to teacher. (Staff) are open in terms of sharing whole-heartedly to concerned teachers who might want to put zest into teaching.* (Q)

None of these ideas, approaches, understandings predicted or prescribed every detail of the setting, especially at the opening of the Center. Some of the early debates about how particular implementations carried out or required modification of rationale and how rationale suggested or modified new implementations were described earlier. Documentation of the Center cited beginning p.87 goes into extensive detail on many aspects of this process of elaborating idea and practice. The documentation makes it clear that the evolution of the setting was intimately and reciprocally linked to the evolution of ideas and commitments on such varied topics as the role of natural materials in the classroom, the role of the advisor, and the role of testing.

Even if the rationale and prior experience had dictated every detail of practice, a fixed formulation of rationale was precluded by the fact that the Center began and continued to exist in the midst of use by people with very different ideas and experiences. From the beginning there were uses of the setting by staff, faculty, and other participants that did not originate from a single rationale. If anything, this diversity increased over time. Gradually, participants came from an even broader range of schools, grade levels, specialties, than they had initially. Student use increased, and students generally had only marginal awareness of interest in educational rationale.

Faculty had their own ideas about practice and philosophy. Staff members were largely new to each other and had different prior experiences and interests. They continued to have different concerns, things that their experience in the setting had made particularly real to them.

This diverse participation brought to the setting needs, questions, approaches that challenged existing arrangements. Participants' inquiries brought out aspects of materials and content that stretched staff awareness, as well as their own, of the implications and possibilities in a given material or activity. In observing and interacting on these implications and possibilities, staff were essentially reflecting on the rationale underlying the setting.

To support and extend this reflection, the Center included in its program weekly advisory meetings for the staff and a variety of development and assessment processes that have been described in detail in the Center's documentation. In the context of these processes, modifications and additions to the setting represented elaborations and sometimes reformulations of the rationale. Thus, in a very real way, use of the setting resulted in the evolution of the rationale. Though heterogeneity had been explicitly part of the rationale (originally discussed in Lillian Weber's book, *The English Infant School and Informal Education*) use of the Center by many groups made its significance clearer and of course led to joint reflection on how to broaden participation, on how to make the most of the possibilities for intermingling that existed, and how to increase the possibilities generally. The valuing of activity was there, but development of use in the setting led to greater recognition of the primacy of connections across activities over development of separate "learning centers." Some of the corresponding changes in setting (program) were described in the "Historical Framework" and "Uses by Different Groups" sections.

Thus an explicit rationale did not equate with a static rationale. A major effect of use on setting was to make possible an expansion and elaboration of the explicit rationale, bringing it closer to the reality of participants' and staff experience. Participants' active use of the setting and the reflection this engendered led to an expanding base for connection with the range and variety and depth of participants' purposes and needs. There was a deepening and broadening of rationale, increasing still further

the flexibility and permeability of the setting to evermore diverse uses, without loss of conviction.

In turn, the explicitness of the rationale, both in the thoughtfulness of arrangements and provisions and in the constant discussion around activity at the Center, was offered to participants as support for the process of their needs exploration. An effect of setting on use was to release and expand participants' thinking about the implications of their work. Participants' accounts indicated many ways in which encountering ideas and commitments at the Center had allowed them to meet immediate needs but also to uncover the relationship between these needs, their practice more generally, and their deeper interests in helping children learn in the best way they could. The explicit, public statement of these views -- discussed openly in publications, on ceremonial occasions (Open House; conferences), and in the many informal interactions and conversations around activity -- asserted that teaching was a serious activity requiring people's intelligence. (This assertion was of course what participants perceived as the authenticity of the setting, inasmuch as such a setting is never neutral whether its rationale is acknowledged or not.) In calling forth participants' own thoughts in response, the Center's views confirmed the seriousness of their own purposes and seemed to release their thinking.

> A teacher and former advisor: *Through the Center I was able to meet and maintain contact with highly dedicated and skillful teachers...Working for the Center helped me to grow and appreciate myself as a teacher. It reinforced the feeling that teaching is indeed a challenging and skillful profession.* (Q)

> A former faculty member: *The Center has been an integral part of my development as a professional with a clear, articulated philosophy of education. The personnel, the activities, and the resources have provided me with opportunities to learn, to think through, to share and shape and refine ideas. It has been and remains an example of high quality professional commitment.* (Q)

> A teacher says that in her experience the Center is *open enough to explore, to reject, to make certain decisions around what you want.... I just felt an open feeling about the atmosphere there, that nobody was looking over my shoulder and saying "well that's what we're about." I felt a freedom to go in and touch upon things I'd be interested in and of course along the way I'd be seeing a lot of other things happening.* (I)

A graduate student: *The Workshop Center has been of great help to me in the development of my own ideas and in the practice of them. Not only has the Workshop Center helped me to interchange ideas with CCNY students but also to interchange ideas with professors, students, and other guests that have lectured from time to time. These contacts have made my work as a graduate student easier and fruitful.* (Q)

A former staff member: *It was the most stimulating place I'd been in since college.* (Q)

A teacher trainer in another program: *It's been an important place to meet people, have stimulating conversations, be challenged, and enjoy work.* (Q)

A junior high teacher, responding to a question about being an "open educator" in order to use the Center: *No, and as a matter of fact that's one of the things I was concerned about because I don't operate in an open education setting at all, but I feel that it's open for me to use whatever I can get out of it and really for my own growth and that's why I thought it was so good.* (I)

Participants identified, not with the specifics of the Center's rationale or the ideas, but with the effort, visible and public in the setting, to find better ways of educating children.

Asked if a person would have to be interested in open education to use the Center, F said: *I think they would have to be interested in children to use the Workshop Center. It shouldn't be categorized... I mean it's* education, *and if you're interested in children, I* think *you should be interested in the Workshop Center.* (I)

The Center was a touchstone of their own searching. It was a backup for using their own judgment, for trying something new. It was a demonstration and standard of practices based on concern and study of children's learning and content. Participants from many different groups of users and with commitments to many education "options" emphasized their perception that the Center practiced the best it understood about good education, considered as support for children's and teachers' learning. In this capacity the Center offered a bulwark against pressures moving educators against their sense of what was good for children. It reconfirmed essentials. The mix of users gave them access to a network of effort that asserted "It can be done" and "It is still important to do."

A teacher: *I needed, used, and enjoyed (the Center) for professional and social purposes fully. I found easy rapport with people I met. I learned new and pertinent information constantly. I felt abreast of the movements in education that interested and affected my work and interests. It was a network center for people and ideas to make a difference for the better in schools and in children's lives there as learners.* (Q)

A principal: *In addition to having helped our school through your advisors and having conducted so many workshops for our paraprofessionals, you have served as a beacon for ideas, humanness and sensible and vital teaching practices.* (Q)

A student: *I was impressed by the new methods, because of the benefits that children can derive through "open education." It changed my way of viewing the system of teaching and treating children. I consider this a very important event, since I am very interested to acquire the best to teach children.* (Q)

A teacher and graduate student: *It was my gaining insight on how to teach children through multiple ways. If a child is turned off to learning in one way, and if you only have that one way of teaching, then you are going to lose that child. A loss of a child is crucial.* (Q)

A teacher: *It is a place that must exist for enlarging the educator's view of the job and the relationships to students, colleagues, and self.* (Q)

A teacher: *For me, the Workshop Center is unlike any other place. It has done more for my professional development than anything else. The Center, by which I mean staff, other participants, materials, workshops offered, provided an environment in which I could question, discover, find support, give support, relax, learn, make mistakes. In short, it is a role model for the kind of setting I believe every learning environment should be.* (Q)

A superintendent: *It is difficult for me to imagine our community school district without the Workshop Center, which has so greatly contributed to our educational policies. Many of the principles of the Workshop Center have become the foundation of our humanistic approach to education.* (Q)

A teacher: *The Center is a place to go as a counterpoint to the overwhelming emphasis on rules and curriculum that*

precede (and have little to do with) children's real needs, which is what we're bombarded with in school... The Center broadens and deepens understanding. (Q)

An out-of-town program head: *Although I never have visited the Center, I have kept in touch with its work and felt supported by its existence as a demonstration of my own philosophical stance...Those of use who work from a philosophical base which supports an educational approach focusing on the individual child have need of a network of demonstrated commitment to combat the increasing emphasis on computer-oriented techniques and goals which place value only on what can be measured statistically.* (Q)

A researcher: *...the Center, through its programs and publications, has embodied a viewpoint about children, teachers and schools, that has been tremendously helpful to others in defining their own priorities...in keeping first things first...in distinguishing signal from noise.* (Q)

A teacher: *At times, through all the criticism and "back to basics" talk one hears, it is a relief and encouraging factor to know the Workshop Center is alive and well.* (Q)

A teacher who works too far away to make much use of the Center now: *But I know it's there and it's a comfortable feeling that the ideas and...I can always go to a place and say "oh, the flame is still ignited and I can still do it."* (Q)

Our study of the mutual effects of setting and use at the Workshop Center began with the question of how having a setting that is continuous and centralized has affected the uses by participants for their self-defined development. We traced these effects through the diversification of use to an interpenetration of uses that resulted in increased density of setting. Density of setting affected further use in various ways. It was the context within which participants actively constructed personal configurations of use in accordance with their needs. We found that, in constructing the configurations of their use, participants experienced themselves as whole, active, real people truly engaged with a setting they perceived as authentic and interpenetrating of people, action, reflection. As part of this authenticity, the explicitness of a network of ideas and commitments in the setting made it possible for participants to experience and discuss, to challenge in their use and interactions, to find differences and commonalities in thinking and

practice. Their own ideas and definitions of need were expanded through connection of immediate requests or needs with their own broader, underlying concerns and purposes. Reciprocally, participants' use expanded the rationale of the setting, broadening its possibilities for connection with a diversity of people with different interests, needs, ideas, without diffusing the direction of its basic commitments. Participants described this setting as "home-like." It had coherence and presence, a content as well as a style. It offered something real to grow from and was reciprocally permeable to their real interests and concerns. This dynamic between use and setting described a center.

Postscript

There are several possible directions in which further study and writing could go. As in reporting any descriptive study, the questionnaires, interviews, and observations assembled for this report are richer than could be included. One direction, then, would be to look at this material with any of several focuses within the framework of the study or with slightly different framework. For example, in addition to having a considerable amount of information about the Summer Institute experience and its effect on other uses of the Center, both historically and in individual participants' accounts, we also have evidence that the Summer Institute was affected in its program and intent by being conducted in a setting that had continuity through the year. Since summer work has been a significant part of inservice education generally and of teachers' center work particularly, these effects would be well worth a closer examination. The account of evolution of workshop format offered here represented only broadly the information that was available. Long-term change in program responding to use has been a less discussed aspect of teachers' center development than change in participants' use. It might well be of value to other centers who are interested in the coherence of their own program development. It would also serve as a closer illustration of the relationships of setting and use described in outline here.

The role of continuity of place and staff in providing possibilities for diverse, expanded use in self-defined ways and the way in which these possibilities are themselves expanded by diverse uses and different users have tremendous implications for thinking about institutionalization. Continuity was obviously not just survival or perpetuation. An evolution was supported in the context of possibilities for accumulation, juxtaposition, visibility, simultaneity, and diverse use by different users. The heterogeneity of participants, the development of personal configurations, the interpenetration and mutual influence of uses resulting, for example, in the evolution of

workshop format, were all part of *becoming* a *center* -- a recognizable and valued institution related in many ways to individuals, groups, and other institutions in the midst of which the Center worked. In particular, the many ways in which the Center has become part of the life and purposes of City College faculty, staff, and students would allow a fine examination of the possibilities and limitations of institutionalization raised by the innovative program whose function takes on greater reality and extension over time but continues to require outside funding by virtue of its character as innovation and service dependent on public policy.*

* Lillian Weber, "Letter from the director," *Notes*, Summer 1979

SELECTED WORKSHOP CENTER DOCUMENTATION

The published and unpublished records of the Center were searched for material relevant to the issues of the current study. Listed below are materials on use -- by different groups, in different ways -- and on prototypical and individual use; statements of purpose and planning for setting and use; and reports of developing use and setting. These are intended as references both for the history of the Center and as further illustration of points made in the text about interpenetration and personal configuration of use and density of setting. The listing is chronological, except as noted. All published materials were issued by the Workshop Center, except as noted. Unpublished documentation is available for use at the Center.

The English Infant School and Informal Education, Lillian Weber. Englewood Cliffs, NJ: Prentice Hall, 1971.
A discussion of many of the points of rationale on which the Open Corridor and the Workshop Center were based.

Title III Proposals, 1972. *Continuation Proposals*, 1973, 1974. (unpublished)
Statements of purpose and meaning; organization, planning, and assessment for the first major funding of the WC.

"Letter from the director," Lillian Weber, *Notes from Workshop Center for Open Education* (hereafter *Notes*), October 1972.
Statement of purposes on the opening of the WC.

"Letter from the director," Lillian Weber, *Notes*, October 1973.
Observations on what was learned from the first year, as the second year began.

"The City College Workshop Center for Open Education," Lillian Weber and Ruth Dropkin, *Ideas*, No. 26, October 1973, pp. 13-18.
Includes discussion of issues and difficulties in transition to a permanent center from prior work, description of a typical day early in the Center's history and of early development of workshops and relationship to the College.

First Year Evaluative Study of the Workshop Center for Open Education, City College, Edward Chittenden, et. al., October 1973.
The evaluators cite, among the results, what may be a tendency among teachers who engaged more actively in defining their use of the Center for their own purposes to see the Center as more integrated (p. 58). They also point to the influence of "contextual factors"-- the physical and psychological setting -- in people's use of the Center for their own learning (p. 63).

"A Coordinator's Notes," Georgia Delano, *Notes*, June 1973.
A discussion of setting up the Center, including the beginnings of interpenetration in staff use and role.

Report to the Rockefeller Brothers Fund for 1973-74. (unpublished)
A particularly extended account of the development of relationship with City College and of work with different constituencies.

Report to the Rockefeller Brothers Fund for 1974-75. (unpublished)
Looks at the development of the advisor role and especially its growing differentiation from that of teachers' center staff. Provides background for understanding the role of staff continuity in growth of use and setting.

Report to the Ford Foundation for 1973-75. (unpublished)
Includes an account of the growth of relationship to City College, to the Board of Education, and outreach to other centers, community groups, non-Corridor schools, research and evaluation communities. Charts (p. 54f) document the history of financial support, and funding and placement of advisors.

"A teacher changes," Esther Rosenfeld, *Notes*, Fall 1975.
An illustration of part of a personal configuration of use, and of relationship between Center and school.

"...and children too," Betty Gee, *Notes*, Fall 1975.
An instance of developing use by a group of constituents.

The Open Education Advisor, Beth Alberty and Ruth Dropkin, editors, September 1975, pp. 46-51.
The section cited describes the role and use of the WC with respect to in-school advisors and the teachers with whom they work. See also Georgia Delano's description of how former advisors describe carryover of their training at the WC into later work.

"The Center and I," Laura Cavanaugh, *Notes*, Spring 1976.
A participant's reaction to the Summer Institute at the Center.

"Some Comments on Language by a Silent Child," Lillian Weber, *The Urban Review*, 1977.
An instance of the thinking underlying the Center's approach to language.

"Issues in Parent Participation," Lillian Weber, *Notes*, Winter 1977.
Another instance of the Center's rationale publicly articulated, here about inclusion of parents as partners in the education of children.

"The Center and teachers of the handicapped," Lillian Weber, *Notes*, Spring 1977.
A description of the Center's efforts to work with an additional group of users with particular goals and concerns.

"An Approach to Natural Materials," Lillian Weber, *The Teacher As Learner*, 1977.
Includes a description of setting and use in a particular curriculum exploration at the Center, as well as an explication of approach to using these materials with children.

"Curriculum Connection," Cynthia Spalding, *Notes*, Winter 1978.
A teacher's description of an exploration of curriculum at the Center, illustrating collaboration of teachers, staff, faculty, and students.

Proposals to the Office of Education Teacher Center Program, 1978 and 1979. (unpublished)
Description of the internal process of assessment and reflection that has guided Center development.

Continuity and Connection, A Study of Curriculum in Five Open Classrooms, Beth Alberty and Lillian Weber, June 1979.
A study of the effects on teachers' decisionmaking on their curriculum of changes in school structures. An illustration in a school context of the relationships between setting and use.

"Letter from the director," Lillian Weber, *Notes*, Summer 1979.
An essay on institutionalization of the Center, including an analysis of the basis for its continuation.

"Interning at the Workshop Center," Cynthia Spalding, *Notes*, Summer 1979.
A teacher describes moving into different use and perception of the Center.

"A workshop scenario," Anne S. Peskin, *Notes*, Summer 1979.
A City College faculty member who teaches math education recounts her experiences integrating math and movement when she was teamed with a Workshop Center staff member, Van Richardson, for a weekly afternoon workshop.

Reports to City College, annual. (unpublished)
Overview of Center activities and of use by City College, depicting over time the growth of relationships with the College community.

Statistics of use, annual. (unpublished)

The following accounts of Summer Institute intensive use of the Center illustrate aspects of interpenetrating use and the role of density of setting in use:

"Summer Institute as a Prototype," Miriam Dorn and Lillian Weber, *Notes*, October 1972.

"Summer Institute 3," Lillian Weber, *Notes*, October 1973.

The Teacher as Learner, The Center and the Summer Institute, Ruth Dropkin, editor, September 1977.

APPENDIX A -- STUDY METHODS AND PROCEDURES

The objective of the study was to determine and illuminate the ways in which setting and use at the Workshop Center affected each other, as observed by participants, staff, and investigators. Procedures appropriate to this question, to research in field settings, and to the resources of the study were selected. Data were collected during the academic year 1979-80 by questionnaire , interview, observation, and review of historical documentation of the Center. Methods of analysis were selected on the basis of study purposes and the nature of the information gathered. They included summarization of questionnaire items and of information from different groups of users; resolution of this material into concepts, images, and organizing issues pertinent to the study question and emerging from the material; integration of these to a historical framework. Discussion between researchers, staff, and participants of the Center was essential at all stages. Data collection and analysis are presented summarily below. A more detailed account of data collection can be found in our mid-year report to the Teachers' Centers Exchange.

Consideration was given to the limitations of both gathering and analysis procedures. These limitations are primarily of perspective and completeness. Descriptive methods are particularly strong in gathering information in its immediacy and contextuality and replete with individual perception and intention as well as action. Associated with these strengths, however, are vulnerabilities -- partiality, selectiveness, discontinuity. To offset these vulnerabilities we chose multiple modes of collection, collection from multiple groups of users of the Center and according to different aspects of the Center's setting, and inclusion of different perspectives -- researcher, staff, participant -- in analysis. We consulted with an external researcher, Edward Chittenden, at various points during collection and analysis. We also collected more information than was strictly required, which proved something of a burden to analysis but ensured a broader perspective.

The three modes of gathering material -- questionnaires, observation, interview -- supported and also guarded each other by offering more than one way in which to ascertain the necessary information and perceptions. Though information gathered through these three means overlaps, each mode also provided somewhat different sorts of information and perception. Interviews

contained information from participants that could and was also gathered by observation, but also offered material that could not have been gleaned by observation. Equally, observations reported aspects of setting and use not described directly in interivews, and that could be checked through further interview. Both data collection and analysis benefitted from formal and informal pooling of perspectives from staff and participants of the Center and the investigators. A multiplicity of perspectives from people representing different groups of users of the Center was essential for information purposes and as a frame for interpretation.

COLLECTING INFORMATION

Questionnaires

Initially, 761 questionnaires were distributed with a covering letter and a return envelope. They went by mail or hand to users and colleagues of the Center, including City College faculty and students; Summer Institute participants; former staff and advisors; parents; paraprofessionals; principals; teachers; recipients of the Center's calendar and *Notes*; and various visitors. The remainder of the 800 questionnaires prepared were available at the Center all year, but observation suggests that few of these were picked up. The questionnaire (included at the end of this Appendix) consisted of 12 questions, most of them calling for discursive responses. The questionnaire was drawn up in collaboration among the authors. A draft questionnaire of some 22 questions was tried with 6 users in preparation for the final version.

The questionnaires were sent not only to those currently attending the Center but to users from all periods of the Center's history. A sample drawn only from current use would have excluded the experiences of some participants who had longstanding relationships with the Center that would be of great interest to the question of multiple use but who had, for example, moved or who were currently more engaged elsewhere. The lists of questionnaire recipients attempted to be inclusive in some categories of users and selective in others. Thus all City College education faculty who have had some contact with the Center, all Summer Institute participants who could be located with

minimal search, and all past Workshop Center staff and advisors were sent questionnaires. These groups comprised a limited number of people and represented particularly significant groups of users. However, no attempt was made to solicit questionnaires from all current or former undergraduate or graduate students, from all teachers, from all visitors, etc. The questionnaire was not conceived as a survey of all those who had ever used the Center, but as a survey of some of those from different groups who had taken at least a first step towards shaping it through their interest, activity and/or continuity of use. Thus, questionnaires were sent to those whose names were still familiar to staff of the Center. In light of annual statistics of use by over 5000 people (not including the mailing lists for the calendar and publications) the fact of familiarity was taken to mean that the person was more than a casual visitor or student.

Sixty-eight of the questionnaires sent originally were returned for incorrect addresses. Perhaps 5 of these were re-mailed to new addresses, which were easily obtained. Returns numbered 166 and represent 24% of the 698 questionnaires which probably reached potential respondants. (The six trial questionnaire responses are added to the totals in tables in Appendix B, where the same questions occurred on both.) The returns are broken down by groups of users and year of first contact in Tables I-III. The distribution of responses among different groups seems adequately representative of the weight of use observed among these groups, though we have not attempted to be systematic in determining this, given our purposes and resources. It should be emphasized that the questionnaire was not intended to provide definitive data about use of the Center. Our requirement was for response from users who have various relationships to the Center, and this requirement was met.

A number of responses came from those who claim first contact with the Center either at the date of its opening or before 1972 when the Center did not yet exist as a place. This reflects the historical fact that the Center emerged from the Open Corridor program, from City College's "Child and the Individualized Curriculum" master's program, and the Summer Institutes of 1971 and 1972. When the Center opened officially in October 1972 it had already existed as ideas and relationships in these other programs. These questionnaire

responses reflect accurate recognition of the continuity of the essence of the Center, continuity that makes it difficult to date the Center's "beginning" or to define the Center as an "it" only. The embodiment of these ideas and relationships in a physical place created new possibilities, of course, which are the subject of this study. However, this weighting on the questionnaire, along with the somewhat dated conceptions underlying some of the questions, gave questionnaire responses a more historical character than interview responses, particularly as far as the issue of open education was concerned. This is discussed in the last section of the report. Responses also came from groups whose relationships to the Center were more distant -- foreign visitors, out-of-town educators, researchers, colleagues in other colleges -- as well as from everyday users. This, too, gave the questionnaires a distinctive character, somewhat more formal and less immediate than the interviews.

Interviews

Interviews were sought with current users, and mostly with teachers, faculty, and students. Several former staff were also interviewed. Thirty interviews were conducted, some at the Center and some at participants' work places. Most of these were taped and transcribed; a few were written up from notes. One of the 30 interviews was with an undergraduate class, as a group. Most interviews were an hour in length. A few were very short because of the interviewee's limited experienced with the Center (two undergraduate students, for example, one of whom is not in education). Those with former staff tended to be longer than an hour.

Interviews were informal. A number of areas for questioning were determined by the study topic; others emerged from early interviews and became a standard inquiry. The areas of question varied somewhat for different groups of users. Lists of the areas covered in interviews with different groups are included at the end of this Appendix. Interviews overlapped with questionnaires. For example, the usual opening question on the interview had to do with how the participant originally came to the Center, which was also queried on the questionnaire. Other areas, such as things the participant would still like to explore, how he/she came to know the staff, applicability

of resources to his/her grade level or specialty, and the participants' own area of curricular expertise, were exclusive to the interview.

Several means of selecting people to interview were used. Nineteen of those interviewed were selected on the basis of their questionnaire responses, which seemed to raise questions or present points of view about the Center that would be particularly relevant to our concerns. For example, a bilingual teacher whose background was in high school science described her use of the Center in the beginning of her work at the elementary level. Another teacher had come to the Center without any prior knowledge of it as part of an undergraduate course, had gone on to do graduate work at the College, and had had the Summer Institute experience. An Assistant Principal had related to the Center over a period of years on a more occasional basis. All these represented different ways of coming to the Center initially, and different experiences with it thereafter. Names of other potential interviewees were suggested by Center staff as people who had some continuity and diversity of experiences with the Center and who worked in different settings.

A meeting with a group of about 20 self-selected participants towards the end of the study added material to it, and also contributed to interpretation of what was reported on.

Observations

Observations were gathered by all three authors in the course of their usual work at the Center. B. Alberty was on-site approximately six months spread throughout the year. L. Weber was on-site continuously. J. Neujahr was at the College continuously, visiting the Center at least weekly and in contact more frequently through his work as Professor and Associate Dean of the School of Education. Observations were written up either directly by the observer or through notes on discussions among the authors. A number of observations were deliberately sought or immediately recognized as relevant to the study. In addition, discussions of accumulating data prompted recall of many other observations, which were recorded as part of the notes on analysis and interpretation. This -- and the length of time spent on-site by the authors -- makes it impossible to give a meaningful estimate of the number of observations.

Observations were anecdotal and ranged in scale from momentary

occurrences to all-day workshops. Thus, a faculty member's use of "our" to describe the Center's collection of books in her area of expertise was noted as significant of a sense of possession. Observations of all-day special workshops were intended to bring out, among other things, the variety of resources drawn on for one workshop; the different ways in which connection was made to displays as well as material resources; the organization and rhythm of the day; the different ways in which participants interacted with the setting, including especially their unplanned uses. On several "typical" days, notes were taken throughout the day as people came in, as different activities took place, in an attempt to capture the rhythm and complexity of use. Notes were made of the kinds of things participants came asking for, and on staff response to these requests. Office discussions during a morning were summarized. Use of the Center with classes was observed: for example, in one class students were asked to pretend they were children of a specific age (which they selected individually) and from that perspective to look at the setting and raise science questions. A partial list of various things to be observed, determined partly from the study rationale but also derived from what was actually observed, is included at the end of this Appendix.

Many observations were interactive, both because the authors were relating to participants as staff and because such things as participants' reasons for coming could often not be determined without asking (suggesting, of course, the ease of independent use).

History

The Center has extensive published and unpublished documentation of past work and rationale. This was combed for material pertinent to the study and was further enriched by the perspective of the Director, who has the most continuous personal experience of the Center's history. In addition, interviews with former staff gave descriptive vividness and insight into some aspects of the early development of the setting. Both B. Alberty and J. Neujahr also have considerable personal familiarity with the history of the Center.

PROCEDURES FOR ANALYZING AND INTERPRETING INFORMATION GATHERED

Discursive methods were used to examine the descriptive material collected for the study. Some basic enumerations of questionnaire responses (represented in the tables in Appendix B), and some diagrams which attempted to schematize relationships among different elements were also made. Analysis and interpretation were highly interlocked. The simplest way to present the process is to describe what we did in the order we did it.

Obviously analysis and interpretation "begin," if they can be said to begin at any one point, when the idea for the study emerges. The conception of the study embodied in our proposal to the Teachers' Centers Exchange shaped what we looked at and for, and how we went about looking. Every step of data collection involved further discussion and brought out previously-unexplored aspects of the topic as well as shedding light on the material already collected. Thus, compiling a mailing list for the questionnaire raised questions about differentiations among groups of users that we had not had to face in such particularity in our proposal. The process of hammering out a questionnaire format caused us to refine and clarify our thinking about the decisionmaking, for example by bringing into sharper focus the significance of the context of participants' first contacts. All such re-thinkings affected the final shape of our analysis and interpretation.

The first and basic step in analyzing the full body of information was *reading* and this continued to be primary throughout the analysis and writing. The importance of reading and re-reading can scarcely be over-emphasized. Early reading and re-reading was a process of immersion in the whole of the material, a going back and forth, over and over. It familiarized us with the extent and detail of what was there. Notetaking on patterns (repetitions and variations) and on exceptional imagery accompanied this early reading. Subsequent readings were informed by impressions and notes made during prior readings, and brought out new aspects of earlier impressions as well as revealing new patterns and raising new questions.

Questionnaires were read through completely approximately 10 times; interviews were transcribed by the interviewer and then re-read as a group twice. About half the interviews were subsequently re-read several times as

a group, and the interviews were continuously consulted in preparation of the final report. Observations were similarly perused. Historical material, with which the investigators were quite familiar, was read in the process of selection and simply consulted thereafter, particularly since the relevant material was also brought out in the many discussions among the investigators. Interviews and most observations were read by all three investigators. Extensive excerpts from the questionnaires were read by two of the investigators. A selection of interviews was read and discussed by the consulting researcher, Edward Chittenden.

Initial readings of questionnaires, interviews, and observations resulted in a number of organizing themes, ideas, or images. Additional themes and ideas emerged during subsequent readings. Listings of the organizing ideas that were used to arrange the data from questionnaires and interviews appear at the end of this Appendix. These ideas were in part the same and in part different for the questionnaires and interviews. (Observations were read according to the organizing ideas for the interviews.) Illustrations of some of the charts derived from the data under the different organizing ideas appear in Appendix B. Each organizing idea served as a way of reading the data, the relevant portions of which were listed on separate charts drawn up for each idea. The charts were as inclusive as possible so that the data inscribed on them contributed to an expansive and elaborated picture of each theme, idea, or image. As these pictures evolved through the re-reading and charting of the data, patterns of interconnection among them appeared. These connections resulted in some themes or ideas being combined, others being dropped, and others being expanded and differentiated. Numerical tabulations of questionnaire responses were undertaken separately. They confirmed, though they were not sufficient to lead to, individual aspects of the analysis, as indicated in the text.

The process of writing and re-writing was itself part of the analytic and interpretive process. The construction of a "typical day" required re-reading the observational and interview material and re-thinking the setting from the perspectives of both staff and participants. Reporting differences in use among different groups pulled on charts of faculty and student use and required review of data (including historical) for uses by other groups. Explication of the various organizing themes or ideas in full narrative form

resulted in new perceptions of relationships among these ideas. In both writing and discussion of writing, we engaged in shifting and re-aligning material to find relationships and weighting among different groups of data and discussion points that would reflect our increasing understanding of the issues and the data.

The outline underwent numerous transformations, representing the process of re-thinking. An original outline for reporting had called for a series of essays of what were then conceived as separable issues. The charting process and subsequent discussion among us led to understanding of the interconnections between the organizing themes. The outline gradually became integrated. The text of the report reflects our best understanding of the information; excerpts from the data quoted in the text were selected because they illustrate and distill, in more or less quotable form, what a number of participants said. Tables IV and V, Appendix B, support the representativeness of quotations related to first visits and to diversity of use.

ABOUT THE WORKSHOP CENTER FOR OPEN EDUCATION...

Please help us by filling out this questionnaire!

Name:_____ Date:_____

Your current position:_____

_____

If you are a teacher, of what grade(s)?_____

- -

1) How do you currently relate to the Center, have contact with it or use it? (Check as many as applicable.)

____as student in courses

____as teacher of courses or workshops held at the Center

____for independent work

____as participant in advertised workshops and other events

____for information, materials, curriculum ideas

____as recipient of publications

____other

____as member of the Policy Board

____as a friend

____as a place to meet and engage with other teachers, colleagues

____as a point of reference for ideas and positions that support your work

____as participant in national organizations or meetings at which the Center also participates

2) Please specify a bit what you checked above, or add other kinds of contact with or use of the Center.

3) In what other capacities have you had contact with the Center in past years? (Please check as many as applicable, or add to describe your relationship.)

IN SCHOOLS:

____Teacher/School_____

____Parent/School_____

____Principal/School_____

____Other school position_____

CITY COLLEGE:

____Faculty/Department_____

What courses have you taught utilizing the Center?_____

_____

____Graduate student/Department_____

Courses utilizing the Center?_____

____Undergraduate student/Department or field_____

Courses utilizing the Center?_____

____Summer Institute/Year_____

____Day Care Training Program

____Bilingual Program

____City College staff

COLLEGES OTHER THAN CITY COLLEGE:

____Student/College and Department_____

____Faculty/College and Department_____

OTHER:

____Teacher center personnel_____

____Community program_____

____Researcher_____

____Other:_____

4) When (year) did you first come in contact with the Center?_____

5) Thinking back, could you please describe how you first got acquainted with the Workshop Center? If you do not remember specifically, what was the general context in which you first learned about it or came into contact with it?

6) What led you to return to the Center after your first visit, or to continue your contact?

7) Since you first became acquainted with the Center, has your use of it or your relationship to it changed:

   a) How did these changes come about?
   b) Have your visits or your contact been more frequent in some years or periods than others, and if so, to what do you attribute this?
   c) If your use/relationship has <u>not</u> changed, what is the nature of your continuing interest in the Center?

8) The Workshop Center is named "for Open Education." What part, if any, did this orientation play in your first visit or contact with the Center?

9) How has the Workshop Center's "open education" orientation affected the nature of your use/relationship/contact with the Center, if at all?

ABOUT THE SUMMER INSTITUTE... (If you have not been involved in a Summer Institute, please skip to question 12.)

10) How did you happen to take the Summer Institute?

11) How does your experience in the Summer Institute compare to other kinds of use you have made of the Center? What effect did it have on your subsequent use or contact?

12) Please add any other comments you wish to make about aspects of your experience of the Center as a totality.

BASIC INTERVIEW AREAS

These interview areas were addressed to all groups. No additional areas were discussed with teachers. Additional areas discussed with other groups are listed on succeeding pages. These areas were not necessarily discussed in the order given here.

How did you come to the Center originally?

How are you using the Center now?

What parts of the Center have you used? (list them)
- Were these new to you?
- How did you become aware of them?

Do you ever come for one thing and end up finding something else, or doing something else?

Other things you do at the Center?
- Browsing?
- Displays? (Where do you think they come from?)

Impression of setting?

Are materials accessible?

What parts of the program have you been involved in?
- After school workshops
- Special events
- Saturdays
- Independent work
- Summer Institute
- Publications
- Other

Who do you know on the staff? How did you get to know him/her?

Have you ever brought children to the Center? Have you seen kids here?

Typical visit?

Interaction?
- Other teachers, students, faculty of College?
- What role does it play in your use?
- Lasting relationships that have developed here?

Have you seen changes in the Center since you've been coming?

Are Center resources applicable to the grade level you teach?
What about other levels? Have you seen teachers of other grades using it?

What things would you still like to explore?

Have you selected and rejected things at the Center as you wished? Have you ever felt you couldn't?

Intellectual content -- uses other than of concrete resources or activities?

ADDITIONAL INTERVIEW AREAS FOR STUDENTS

How has use of the Center with your classes affected them?

What other things, outside of classes and assignments, have you done?

How have these affected your experience as student?
- Meeting people other than students?
- New view of faculty?
- Other?

AREAS FOR INTERVIEW: CITY COLLEGE FACULTY AND STAFF

These areas were not necessarily discussed in the order given here. They are additional to areas indicated on the basic interview (for teachers).

Effect of using Center with classes or as workshop leader and in collaboration with other faculty on your other teaching?

Different uses of materials?

Different kinds of planning? (with other people; for classes; for assignments?)

Different relationships among students in your classes or in workshops?

What was your use of the Center before being given released time to give workshop here? (if applicable)

Development of setting (resources) as support for your use of the Center?

Extensions from your area of expertise into other areas? How did this occur? (staff cooperation, student use, work-in-progress, resources?)

Course of being drawn into Center use.

Intellectual content.

INTERVIEW AREAS FOR FORMER STAFF

How did you find out about the Center? (Getting on staff?)

What was it like the first year--physical resources, arrangements, building the setting?

Was the access to materials similar to what it is now?

How did you relate to existing arrangements? Did you change them? Was there any reorganization? Other changes? What was your responsibility for the setting?

How did your expertise mesh with that of other staff? Overlapping of interests? Did this spill over into workshops?

Typical day?

Differences in early years and later years in working with other staff? What was the process of working as a team?

How did you become familiar with things at the WC with which you had no prior acquaintance?

How were you encouraged to extend your areas of interest?

What was your relationship to the schools and to the in-school advisors?

What was your participation in the Friday advisory sessions?

Scheduling and making calendar. Planning sessions.

AREAS OF FOCUS FOR OBSERVATIONS

Browsing

People doing things they didn't (say they) come for

People building their work from what's there in contrast to people coming in for something specific

People provoked to rethink curriculum because of something they see at the Center or something discussed

Use of hall displays and displays in general

People interacting with work from other workshops or classes or inspired to ask how something was done or used

Multiple use of the Center space at the same time and evidence of cross-recognition of this

Instances of helpfulness to other people's development and to people outside the Center's "clientele" of educators

Connection to public discussion of national issues made possible

All day special workshops

What people come for and how staff respond

"Typical day" or "typical morning"

Changes in staff and schedule in the fall resulting from decreased funding, and new developments

Other uses of setting

QUESTIONNAIRE ANALYSIS: ORGANIZING IDEAS

Numerical summary of responses to question 1 on current uses by the Center, by current group of user (Table V)

Responses on initial contact, return, and changes in use. Charts and summaries of first contact (Example of charts, Table VI; Summary, Table IV)

Summer Institute responses to questions 10 and 11

"Notable Quotes" and Point of Reference responses, all questions

Responses to questions 8 and 9 on open education, and all references to open education

"Intellectual" use, all references

Comments on WC publications (spontaneous, not queried by questionnaire)

Additional review of the questionnaires was done with the following ideas or themes in mind. These were only partially charted.

Setting/Visual

Real/authentic/genuine

Community/possession

Interpenetration of use

"Home" "Family"

INTERVIEW ANALYSIS: ORGANIZING IDEAS

Setting/visual/selection

Real/authentic/genuine/integrity/'practices what it preaches'

Community/possession/belonging (Included as Table VII, Appendix B)

Faculty uses

Student uses

In and out use (time patterns)

Summer Institute

Point of reference

Decisionmaking

Open education/Center rationale

Own growth uses/personal interest

"Intellectual" use

Invented uses
By-uses combined

Interpenetration of uses

Relationship to City College

"Home"/"Family"/"Homecoming"

APPENDIX B -- QUESTIONNAIRE AND INTERVIEW RESPONSES

TABLE I: QUESTIONNAIRE RESPONDANTS

This table is a breakdown of the educational positions of the questionnaire respondants. The breakdown includes indication of current/primary and former/secondary positions. Thus a teacher might also be a student and a parent (using Parent-Child workshops); a faculty member might also be on staff; etc. An individual was assigned to a group in the left column according to the current position he/she listed. This was so even if the current position was not the one from which the person was known to have made most use of the Center, since it was impossible to determine this consistently. When the current/primary position was no longer in education (e.g., a former teacher, now a cameraperson) the person was grouped according to his/her position in education, as if this were current. If the person had used the Center both as teacher and as student, he/she was listed first as teacher and secondly as a student.

	Current or Primary Position	Former or Secondary Position[a]
Teachers *(see Table I-A for breakdown)*		
-Current	55 (2)[b]	13[c]
-Teaching school directors	8	
-Former teachers now out of education	6 (1)	
Principals	9	1
Assistant Principals	2	
Administrative Assistants	1	
District & Board of Ed. positions	7	1
Community Superintendents	3	
Paraprofessionals	4	4
Parents	2 (1)	10
City College faculty/staff		
-Education	23[d] (1)	6[e]
-Non-education	4	
Other colleges		
-Faculty/staff	16	3
-Student	1	3
Other programs		
-Education (e.g., artists-in-schools)	14 (1)	1
-Non-education professions (e.g., writers)	5	3
Other teachers' centers	5	3
City College students		
-Current (full-time)	4	8
-Former	2	43 (2)
Workshop Center/Open Corridor staff		
-Current	1	3[f] (1)
-Former advisors, staff, interns		24
Summer Institute participants *(see Table III)*		54 (3)
TOTAL (including trial questionnaires)	172	

Notes are attached.

EXPLANATORY NOTES FOR TABLE I

[a] *This column lists secondary or former relationships to the Center of those whose current/primary relationship is listed under another category in the left column. An individual could be counted in several groups under this column. Respondants sometimes did not indicate all their prior or secondary positions and, where these were known, they were added.*

[b] *Figures in parentheses indicate the number of trial questionnaire responses included in the total at the left.*

[c] *This figure indicates persons whose current/primary position is in another (non-teaching) category, but who have been teachers before, though not necessarily since they have been in contact with the Center.*

[d] *Includes a number of Day Care Training Program and Adjunct City College staff.*

[e] *Includes two teacher educators from foreign universities who were Visiting Scholars at City College at one time.*

[f] *Workshop Center staff who are currently and primarily groups as College of Education faculty.*

TABLE I-A: BREAKDOWN OF TEACHER RESPONDANTS
(including former teachers = 82)

5	Day Care
11	Preschool
	Elementary--regular classroom
36	Public school
3	Private school
	Elementary--specialists
1	Reading
2	Special education
8	Bilingual and ESL
1	Arts
4	Other
9	Junior High (including specialists and private school)
2	High School (including specialists)
82	TOTAL

TABLE II: YEAR OF FIRST CONTACT

Most respondants considered themselves to be in continuing relationship with the Center. "Year of first contact" does not imply respondants are former users of the Center. Also, many of the respondants indicated first contacts in the period around the opening of the Center in 1972. The significance of this is indicated in the text, Appendix A. Respondants who wrote "from the beginning" were grouped in this year.

11	Pre-1970 or Open Corridor
13	1970
13	1971
51	1972
18	1973
16	1974
16	1975
9	1976
7	1977
6	1978
9	1979
3	No answer or "1970's"
172	TOTAL

TABLE III-A: SUMMER INSTITUTE PARTICIPANTS--BREAKDOWN BY CURRENT/PRIMARY POSITION

Teachers	38
City College students	5*
School directors	2
Students at other colleges	2
Principals and AP's	4
Other school administrators	1
City College faculty	1
TOTAL	54

* Twenty-one current/primary teachers are or were also City College students, bringing the actual total of students to 26.

TABLE III-B: YEAR OF SUMMER INSTITUTE

1971	6
1972	5
1973*	6
1974	3
1975	4
1976	5
1977	5
1978	8
1979	6
No answer	6
TOTAL	54

* This was the first year the Summer Institute was held at the Workshop Center. In previous years a temporary environment had been arranged in the Education building.

TABLE IV:

SUMMARY OF HOW RESPONDANTS FIRST CAME IN CONTACT WITH THE WORKSHOP CENTER

Being Contacted by the Workshop Center, 9 respondants

People whose first contact was as invited guests (to lead workshops, to interview for a job, etc.), or as researcher or teacher education colleagues whose work was of interest to the Center, or as education administrators/teachers whose knowledge or help was sought. Includes some staff members.

Through Notices in Their Schools, 2 respondants

These two may also have been teachers in Open Corridor schools, but this was not specified. Excludes one respondant who had seen a notice advertising a special teacher workshop series, since selection for the workshop was done by the principal of the school. A number of those who are listed under "Open Corridor contact" below may have initially known about the Workshop Center from posting of calendar or announcement.

Individual Contact with Staff/Faculty, 24 respondants

People whose first contact with the program was by knowing, talking with or being referred to it by a staff member or (other than students) by a City College faculty member in education. Excludes Open Corridor contact through advisors. Includes people who heard about the program through Lillian Weber's lectures. Specifically mentioned were Lillian Weber, Wilma Heckler, Martha Norris, Georgia Delano, Miriam Dorn, Bonnie Brownstein, Kristina Leeb-Lundberg, Vivian Windley.

Paraprofessional and Special Teacher Workshops, 5 respondants

People who volunteered and were sent by their schools as part of Workshop Center arrangements with the school administration, for special workshops for particular groups.

Open Corridor or Open Corridor School Contact, 29 respondants

Teachers, administrators, parents, student teachers (other than City College student teachers familiar with the program through their courses), paraprofessionals, and supervising teachers from other colleges -- all those who worked with Open Corridors, in Open Corridor schools, by observing in Open Corridor schools, or those who have immediate collegial relationship with Open Corridors. People in this grouping may actually have heard of the Center in various ways -- through staff, calendars, colleagues, self-initiation, etc. -- and thus overlap with groupings below. People in this group were not necessarily identified with Open Corridors.

Excludes those who knew of the program by reading about Lillian Weber's work, by prior contact with her or with other staff members, or by reputation of the work, since aside from Open Corridors as a concrete, immediate point of entry, the work of the program is larger than the in-school work.

By Reputation, 18 respondants

Those who knew of the Center by reading its publications or other work by Lillian Weber, through the Teachers' Centers Exchange, through research projects about the Center, or who in some other unspecified way knew about Lillian Weber or sought her out. Overlaps to some extent with the following grouping:

Referred by Colleagues/Supervisors or Friends/Acquaintances, 23 respondants

People referred by their principals, by fellow-teachers or administrators, by student friends in City College classes (for those not themselves enrolled at City College) and by more casual word-of-mouth (someone met at a party, etc.) Also, supervisors interested in their teachers' work.

Other Programs and Colleges of Education, 11 respondants

People who found out about the Workshop Center through participation in another program in which the Workshop Center was mentioned. Faculty of other colleges of education who knew of it from their students, or by other means, and came to see its possibilities for their work. Students of other colleges who knew about it from their faculty.

City College Education Courses or Programs, 29 respondants

People whose primary contact was initially through participation in graduate or undergraduate courses or programs in education at City College, *including those who sought out City College because it had the Center or because it had an open education orientation.* Includes people who listed their first contact as participation in the Summer Institute, even though they did not specify whether they already knew about the Center, or how else they might have known about it. Excludes the few who knew about it from fellow-students, but were not themselves students at City College.

City College Faculty and Staff, 19 respondants

Those who knew of the Workshop Center because it was started by their colleague, Lillian Weber, because it was announced and discussed in faculty meetings, because they attended invitational workshops for faculty, or because they were otherwise in touch with the Center through their City College positions.

Seeing it at City College, 3 respondants

Students who said they passed displays in the hall and came in to find out what the place was about.

TOTAL RESPONDANTS: 172 (includes trial questionnaire responses)

TABLE V: SUMMARY OF RESPONSES TO QUESTION 1 (excludes trial questionnaires)

Question: How do you currently relate to the Center, have contact with it, or use it? (Check as many as applicable.)

No./Groups of Users	student in courses	teacher of workshops	independent work	workshops events	materials ideas	info. publications	Policy Board	friend	place to meet	reference point of	forums with WC	participant in national	Other
69 Teachers	9	5	17	25	37	35	4	41	23		38	8	9
22 Board of Education positions (principals, etc.)		1	3	6	16	13	3	14	5		13	4	5
4 Paraprofessionals	1	1	1	2	3				2		3		
1 Parent: (former)								1					
26 City College		18	8	12	19	18	3	18	16		18	7	5
40 Other colleges, programs, teachers' centers		3	2	7	19	27	1	28	8		22	9	5
6 Students	6		3	2	6	3		5	2		5		1
1 Staff	1	1	1									1	
54 Summer Institute participants	(4)	(2)	(12)	(15)	(32)	(30)	(3)		(17)				(8)
166 TOTALS *(excluding Summer Institute participants)*	17	29	35	54	100	96	11	107	56		99	29	25

TABLE VI

Table VI, which follows, is a sample of the way in which questionnaire returns were handled. In this case the organizing issue was the early growth of use by participants. For purposes of illustration, the table shows responses from members of different groups of users.

sition at time of rst contact	When and how first contact came about	What led you to return?	What about changes in your use?
a) Teacher	(1976) I first learned of the Center through the interactions, discussions, of coworkers at my day care center who were then actively involved at the Center, through their own grad. work and commitments to informal ed. I was introduced to the publications and started going to some workshops. I began to feel an affinity for the informal approach and wanted to get educated about it.	Further courses and a need to satisfy my curiosity, interests. The Center changes too. There's so much to take in.	Becoming more assured and confident in my teaching I have been encouraged to use the Center in ways I was not able before to take advantage of.
c) Parent	(1971) As a natural outgrowth of LW's work in (her child's school). It was obvious that to join activities at the Center to learn more was a next step.	Speakers scheduled on calendar on subjects of interest--e.g. bilingualism, language acquisition, etc.	More frequent and intense as my activity and commitment to offerings of Center paralleled. More regular notification of events.
) Student (undergraduate)	(1977) Students informed me of the Center, also Prof. Weber. Some courses especially student teaching lectures, utilized the Center for science, math, etc....	Display of students' and adults' work. Ready reference to do graduate work. Lectures given by the very interesting guests invited to the Center.	Yes, I moved to... (out-of-state)
74) Teacher and graduate student	(Summer 1979) Through the displays on the corridor outside the Center.	I simply registered to take the Summer Institute.	The need to exchange ideas, gain information (is the unchanging interest)
84) Faculty	(1972) I was a CCNY faculty member when it opened and knew of it that way. I supervised student teachers who were working with LW, and learned about open education and the Centerthrough my work with her.	I used the Center increasingly in work with my own students as my teaching role athe College expanded--and as I learned, at the Center, more and more about curriculum possibilities, and ways that teachers could use the Center for their own growth.	Some. During my years at CC I found more and more uses for the Center as integral part of my courses. I developed 3 mini-courses which were taught wholly at the Center, and included workshop sessions as regular aspects of the sequence in all of my courses. (Uses Center less now in her new job, but plans to return when she gets hold of the job.)
06) Program head ut-of-town)	(From inception) Lillian Weber wrote to me inquiring about our program.	Similar interests and concerns. Sharing of ideas.	A support for what we are doing. A sharing of ideas. Quality of publications.
99) Faculty of another college	(When it started) My first contact was through my students...who were working with LW to set up the Center, program, etc... Once the Center was set up I visited to see the workshops, materials, etc...During one summer session, spent the day browsing--a truly wonderful day!	Nature of work being done--the ideas, people, the general atmosphere.	The freqqancy of my contacts has depended largely on my schedule rather than my feelings or relationship to the Center. The latter is constant; the former changes from year to year...Have invariably felt that I would have wanted to spend more time there.
44) Curriculum specialist who became staff member	(Opening) Met...--learned of opening. Met L. Weber and was impressed by her nature, observations. Wanted to join the staff....	It was the most human place I've ever worked at, and gathered many talented people to enjoy working with. Great charisma.	(a) Employed (at the Center); (b) Unemployed. But the feelings linger on.

osition at time of first contact	When and how first contact came about.	What led you to return?	What about changes in your use?
(107) Para-professional	(1972-present) I came in contact with the Center by attending a paraprofessional workshop. I felt the Center served as a resource center for my classroom relationship with the students and as a teacher, student, and a place I can get new ideas from.	The many resources and the different types of ideas that I brought back to the classroom.	I find the Center to be helpful. The people I came in contact with were very open, friendly and helpful. The Center is a place to go if you ever want to try something different in your teaching approach. That is the reason I would continue to go whenever I get a chance.
(79) Teacher in Open Corridor school	(1972) I was teaching in an open way with the support of the open ed. advisory and when the Center opened I wanted more of what the Advisory was learning, so went to the Center frequently for workshops, seminars and to be with peers and more knowledgable people for stimulation and support.	The excitement of being with learners and exploring new methos and materials. The support felt there, too.	I am into other interests now and so go less often. But I think of the Center as a touchstone to the best ways of learning and of working with children and it holds the excitement of those years when we were all brakking new ground.and it isthe place to see some of those people we worked so closely and intensely with for so long. The Center continues to be a place to hear and talkm about the current directions in education around the schools and where wise advice is available as well as warm support.

TABLE VII

PARTIAL CHARTING OF COMMUNITY/POSSESSION/BELONGING/PUBLIC THEME

This charting is presented as an example of how interview and some observation data were excerpted under various organizing themes, ideas, or images. Presented here by groups of user, the excerpts are direct statements of community and belonging or illustrate these perceptions. They are presented in note form for brevity, but were originally excerpted as full quotations.

Teachers (many also students)

* -reminders of home (weeds; xylophone; etc.)
-LW asked him to help others at WC one day when he was hanging out and he did so gladly and spent a lot of time
-got to know __, __, and another friend at the WC

* -Center was recommended by people she respected, though she hadn't heard of LW

* -wasn't comfortable at beginnig, didn't know how to handle materials and thought there was an in-group, but she was impressed by people coming to experienced-teacher meetings for no credit. This was a turn-on. She thought it the height of professionalism...
-talking about theory in non-hassled way -- feel you're talking to peers
-"I feel you're on a peer level here and everyone is expressing themselves and using it for their own benefit."
-would like to do volunteer work. Feels she could make an impact here.

* -knew faculty/staff from passing through, hanging around
-was always eavesdropping and observing (very important to her generally emphasizes atmosphers, surround a lot)
-SI helped her feel comfortable--knowing where things were, how to use them, take care of them -- less helpless feeling. In the beginning certain things seemed off limits, though there may have been a self-limiting factor she thinks

* -came to inquire about SI but it was like a homecoming. Thought she was alone, but Center gave her a group, roots.
-liked having someone to share ideas with and confirm.
-interaction with others is what she gets most from. Someone to talk things out--whether staff or other. Open atmosphere makes it easier to talk about problems. Bypassing way of starting conversations.

* -began sitting in on Advisory Council meetings (before Policy Board)--she wasn't on it but the meetings were open and she gradually got more involved.
-participation gave her a sense of belonging. so did responsibility.
-led to SI and internship
-came to do volunteer work but ended up in discussion in office--she loves that 'whatever happens' atmosphere

* -as student, preferred WC to library.
  -had better relationships with other students than in other courses
  -now, tries to push others to use WC--feels responsibility for her student teachers especially and tries to get them over to WC

* -characterizes herself as always "stealing" from everywhere--comes in and looks at what people have left

* -you don't have to have someone tell you how to build a turtle cage if you can <u>see</u> it here
  -teachers are willing to share with each other at WC in a way they don't generally at school
  -appreciates racial heterogeneity and chance to share
  -has been volunteering because she wanted to get more out of it. is sitting in on science class during volunteer times

* -had greater sense of belonging after SI--hadn't felt this as undergrad, but in SI he was "thrown into the whole place...it was part of me, and I was going to help it grow and it was going to help me grow...."
  -got warm feeling as graduate student. even as undergrad. WC was warmer than other places on campus. didn't have LW til he got to grad. level.
  -taking individual sessions for credit in 75750 began also to get him more comfortable. he liked being able to make up the course with his own choices.
  -WC is a place to go back to and report on what's happening with him from time to time.

* -things being out means "trust." "Shops" with his eyes.
  -brought students but didn't say anything to them about what to do at WC. later found that one had gotten a lot from studying photo of Tempel's Main Street project
  -says WC has provided teachers possibility of collective experience

* -helped someone find reading materials and sent some himself which WC didn't have

* (documentation) -had had experience at English teachers' center and notes that WC is open to students, teachers, parents, para's, unlike the English one -- this made it more open to use

<u>Students</u>

* -it's like a family -- getting greeted, welcomed
  -has gotten a lot of moral support and other kinds of support from people at WC. has been invited to call on them again so it's a lasting relationship

* (group) -All know Henny and count on him--knowledgeability and consistent responsiveness.
  -use by 2 classes at once excited some, did not bother others, though some discomfort about being there individually when classes are in session

* -making mistakes and seeing others make mistakes was part of her gaining confidence that this really is a learning experience (saw people canning)

* -definitely sense of ease about use of WC even though she doesn't relate at all to its function, being that she's not in education

* -brings her kid with her when her mother can't sit

City College Faculty and Staff

* -students are freed by fact that books are not her selection to be more assessing and interactive
-students are more interactive in classes at WC with each other. Bring their own experiences. Atmosphere in classes more human. Students know it's not hers.
-likes kinds of infor books WC has --not just teacher books

* -"It is walking into an open space where you can feel totally at home"
-real atmosphere of ease allowing more casual relationship to students, colleagues, staff
-uses "our" to describe the collection of books in her field and definitely has sense of pride that it's a good one

* -changes his goals for a course--to helping students use setting independently

* -faculty who use WC in demonstration of lecture rather than inquiry way are not restrained from doing so--can use it any way they want
-LW always extending invitations and finding ways of getting faculty to WC, using it their own ways, so we began to feel it was ours. WC won them over to the idea, even though they may not really understand it.
-quotes LW as saying she's always learning from people's use, and so __ feels everyone else can too
-WC brings people from different fields of education together, brings speakers--that's good for College, for faculty as well as students

* -__, the custodian, says he sees people are getting educated at the WC by passing through, seeing the work, the ease, etc.

Former and Current Staff

* -describes the building of the WC, sharing of enthusiasm, Georgia's aesthetic corners and moments (pauses). the great intensity of meeting together and doing together. mixin- the labor with the thinking/envisioning.
-was not quite sure at beginning what LW meant by expressive arts, but knew what she herself meant
-involvement of custodial staff
-learned from exchanges with in-school advisors
-discussing every point--paint colors, storage bins, etc.

-lunch together
-learned from others on staff
-changes in workshops--less emphasis on people going away with a product, more on going away with ideas. also, putting out all materials restricted participants' use--finding this out

* -feels that second year staff embraced it more as their own because of giving workshops. LW feels staff first year were busy with unpacking, storage, etc. __definitely had sense of possession from beginning--of joining a group.
-staff had different approaches and that was fine, they were accepted. possibility of appreciating another's "obsession" with a problem.
-possibilities for observing different staff approaches, strengths and weaknesses. also that teachers would respond equally well to several approaches

* -LW tried to get staff involved and to take charge of something. Left her alone to do what she chose, even though it wasn't the way she wanted it done.
-Knowing what other staff were doing was informal as well as through meetings and joint sessions.

* -having stable place moved advisory development sessions forward a lot
-use of halls for displays and festivals

* -making staff work public--let people see what you're doing--how else will they ever know about it?
-things being left, creating new level for workshops

* -advisor sessions weren't just for advisors, but for them to share in the schools
-people could add to workshops she started at WC because materials were accessible, visible

APPENDIX C--WORKSHOP CENTER PROGRAM

The documents in Appendix C are intended to suggest the extent of use of the Workshop Center by public and City College users; and the variety of its offerings and outreach, including publications. A list of funding sources for the past 12 years and of one-year's staff and how it was funded (at a time of maximal staffing) further suggest the extent of the program. The Bibliography of Documentation appearing at the end of the text refers to past proposals and reports which carry further information on the history, extent, and activities of the program.

Following is a list of the contents of this Appendix:

- Term calendar of public workshops and events, 4-6 pm period
- Internal calendar (Feb. 1980) showing City College and special group use, daytime and evening periods
- Summary of calendar offerings, 9/76-2/79, illustrating extent and variety of content workshops
- Statistics of use, September 1979-May 1980 (period of study)
- People served by program, 1972-1980
- Funding sources since inception of program
- Publications list
- Current staff
- A Representative staff, 1974-75

Workshop Center for Open Education — Lillian Weber, *Director*

City College School of Education — Room 6, Shepard Hall
Convent Avenue and 140th Street
New York, NY 10031 (212) 690-4162

Fall Term 1980

The Workshop Center is a free facility for teachers and other school people, parents and community members who seek to improve learning environments for children. The Center's aim is that participants become active in their own professional growth, themselves choosing the focus, direction and duration of their use. Those using the Center can browse, try something new or share ideas in a relaxed and supportive setting.

The Workshop Center offers help with classroom organization and curriculum development. Participants may explore materials for reading, math, and science, and work with natural materials and simple machines. Also available--a wood-working shop, darkroom, kiln, kitchen, and reference library. Group workshops can be arranged. (Participants are expected to pay costs for some materials.)

Special Event

openhouseopenhouseopenhouseopenhouseopenhouseopenhouseopenhouse

COME CELEBRATE OUR 9th ANNIVERSARY

OPEN HOUSE

Wednesday, October 29, 4 till 6 pm

Speakers: *Dean Arnold Webb, School of Education, CCNY*
Dean Vito Perrone, Center for Teaching and Learning, University of North Dakota

Slides of our work · Refreshments

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Daily Schedule: 4-6 P.M.

OCTOBER THROUGH JANUARY EXCEPT AS NOTED UNDER MONTHLY EVENTS

Mondays	Language/Reading, Movement, Math, Arts	Wednesdays	Math, Photography Special Education
Tuesdays	Science - Early Childhood Programs	Thursdays	Workshop Experience - Bilingual

DATES CLOSED: Oct. 13 Nov. 4, 11, 27, 28 Dec. 24-31 Jan. 1, 2

To help you use this time to best advantage, please note that workshop leaders--City College faculty and others--represent different fields and are available for help with independent work in these areas. Occasionally, workshop leaders may be able to offer at school workshops.

WORKSHOP LEADERS AND FIELDS: B. Watkins-Mincy (LANGUAGE/READING), V. Richardson (MOVEMENT), S. Chu (SCIENCE), A. Peskin (MATH), N. Schaffer (ARTS), L. Weber (SCIENCE), H. Wong (PHOTOGRAPHY/SCIENCE), S. Hersch (SPECIAL EDUCATION), K. Leeb-Lundberg (MATH), J. Neujahr (SCIENCE), W. Heckler, L. Matos, P. Mendez (THE WORKSHOP EXPERIENCE - BILINGUAL)

Calendar continued on next page (cut for Appendix purposes)

Monthly Events

Wednesdays 4 - 6 PM		WHAT'S GOING ON...IN EDUCATION, IN SCHOOLS, IN CLASSROOMS? Experienced Teachers and School Community
10/1		Discussion of Issues - L. Weber
11/5		Schools - Principals - H. Shapiro, L. Mercado, F. Johnson, S. Morison
12/10		Classrooms - The Primary Level - V. Cramer, J. Soyer, D. Mullins, M. Stevens, B. DeFazio
1/7		Testing - What Parents Think - Y. Banks, N. Tobier, D. Reiser
1/15		Dr. Martin Luther King - Continuing Significance - Beryl Banfield, Interracial Council on Books
Fourth Fridays	9 AM - 12N	PARENT BREAKFAST
First Saturdays	9 AM - 12N	PARENT/CHILD ACTIVITIES TEACHER DISCUSSIONS/MATERIALS FOR CLASSROOMS

"What's Going On...?" will continue in the Spring Term. Future meetings will focus on Mainstreaming, Classrooms - Junior High, Issues in Math and Reading, Childhood - Past and Present, Reports from Abroad

INTERNAL CALENDAR --- CCNY WORKSHOP CENTER FOR OPEN EDUCATION --- FEBRUARY 1980

CITY COLLEGE CLASS USAGE (CC) AND OTHER-THAN-PUBLIC-CALENDAR USE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 CLOSED: STAFF DAY - MAINTENANCE	2 9-12 PARENT-CHILD ACTIVITIES
4 10 Spanish (CC) 12 IYC Meeting (CC)	5 9-3 NOYES WORKSHOP 4-6 Day Care (CC) class	6 10 Spanish (CC) 12 Dean's Committee on H.S. (CC) 6-8 Day Care (CC) class	7 10 Spanish (CC) 9-3 PARAPROFESSIONALS 4-6 Science (CC/public)	8 10 Spanish (CC)	9
11 Board of Education Holiday--Schools Closed 10 Spanish (CC) 12 IYC Meeting (CC) 2-4 Science (CC)	12 Closed-Lincoln's Birthday	13 10 Spanish (CC) 4-6 Mini Academy (CC) 4-6 Weber (CC/public) 6-8 Day Care class (CC)	14 10 Spanish (CC) 4-6 Science (CC/public)	15 10 Spanish (CC)	16
18 Closed-Washington's Birthday	19 9-3 NOYES WORKSHOP 6-8 Day Care class (CC)	20 10 Spanish (CC) 12 IYC meeting (CC) 4-6 Kaufman (CC) 6-8 Day Care (CC) 6-8 Math-Peskin (CC)	21 10 Spanish (CC) 2-4 Kaufman (CC) 4-6 Policy Board 4-6 Science (CC/public)	22 10 Spanish (CC)	23
25 10 Spanish (CC) 2-4 Science (CC)	26 10 Spanish (CC) 6-8 Day Care (CC)	27 10 Spanish (CC) 4-6 Mini Academy (CC) 6-8 Day Care (CC)	28 9-11 Adams (CC) 10 Spanish (CC) 4-6 Science (CC/public)	29 10 Spanish (CC) 9-12 PARENT BREAKFAST	

Internal Calendar - City College Use Special group use

Activities at the Workshop Center are scheduled as 3 segments: 9 a.m. - 4 p.m. arranged sessions (City College classes, community groups, visitors, independent work); calendar advertised sessions 4 - 7 p.m.; and Friday staff development sessions.

SUMMARY OF CALENDAR ADVERTISED WORKSHOPS AT THE WORKSHOP CENTER FOR OPEN EDUCATION, SEPTEMBER 1976 - FEBRUARY 1979

The following is a list of the major categories of workshops, the number given, and some examples of specific titles of sessions.

1. Problems: "What's On Your Mind" - 25 sessions
Continuity and Transformation; Teachers' Role; Open Classroom Organization; Social Climate of the Classroom; Sources of Curriculum.

2. Science - 30 sessions
Making Simple Machines; All About Light; Care and Feeding of Animals in the Classroom; Science from Toys; Experiences with a Flight Project; Skeletal Frameworks Anatomy; Crystals: Snow and Other Crystals; A Natural Materials Curriculum: Earth, Land, Water; Kite Making; Search for Food: Recipes, Preservation, Boatmaking; Winter Solstice: Light, Time, Clocks.

3. Parent-Child Workshops - 17 Saturday sessons
A variety of representative and expressive arts including Folk and Square Dancing; Clay; Woodworking; Snow and Ice Projects; Terrariums and Spring Growth; Holiday Decorations and Cooking; Paper Crafts; Indoor Games.

4. Movement and Drama - 18 sessions
Body Awareness - Older/Younger; Creative Dramatics; Exploring Space through Movement.

5. Reading and Language - 35 sessions
Literature Poetry, Myth, Legend, Evaluating developmental and cultural variation of the child. Examples of specific sessions: Beginning Reading; Focus on the Child - Older and Younger Children; Children's Literature: Mime and Drama for All Ages; The Art of Reading Aloud; Fairy Tales and Myths; Reading and Language in Monolingual and Bilingual Classrooms; Children's Shift from Speech to Writing.

6. Music - 15 sessions
Patterns with Sound; Street Games and Improvisations; Holiday Celebration.

7. Art - 39 sessions
Work with Clay; Photography without a Darkroom; Macrame Projects; Printing; Repetition as Pattern; Natural Dyes, Rubbings, Prints; Making Furniture; Making Wooden Toys & Games, Making Candles & Stained Glass Objects.

8. Early Childhood - 6 sessions
Focus on curriculum responsive to the developmental needs of children ages 3 - 6.

9. Intermediate and Junior High School - 17 sessions
Focus on specific curriculum areas and strategies for implementation. Algebra; Junior High Curriculum; City Architecture, Clustering and Team Organization; Sharing in Curriculum Development; Search for Food: Early Math Systems, Mapping, Exploration; Geometry of Winter.

10. Social Studies (Cultural Background) 33 sessions
"A Harlem Childhood"; Bilingual Cultural Studies; Living in East Harlem; Schools in Israel; Activities for the Chinese New Year; Caribbean Literature; Remembering Martin Luther King; City Architecture; Search for Food: Explorers - Peoples of the Mediterranean Lands, Peoples of Scandinavia; Holiday Celebration: Kwanza, Chanuka, Christmas.

11. Mathematics - 41 sessions
Symmetry and Balance/Older and Younger Children; African Math Games; Manipulative Math Materials; Geometry for Lower Grades/Middle Grades; Introduction to Metrics; African Counting, Egyptian Numbers.

12. Experienced Teacher Sessions - 29 sessions
Focus on vulnerability, coping and growth, family as educator, analysis and critique of structured reading programs.

13. Day Care and Special Needs - 13 sessions
Focus on materials, curriculum, adaptations of language development programs.

Statistics
September 1979 - May 1980

Record of Attendance

Summary: September 1979 to April 1980

Total Participants:

uses: 8,682
users: 3,217 (class users not included)

classes: March with (21) had the highest number of classes using the Center. After that, in order, class use was November (20), October (16), December and February (15 each), April (14), January (12), May (10), September (8).

class students: The highest number of students used the Center in November (357). In order, number of class students using the Center were March (356), October (282), December (269), February (262), April (247), January (210), May (179), September (148).

THE CITY COLLEGE WORKSHOP CENTER

Statistics
September 1979 - May 1980

Record of Attendance

September 1979	users	uses
Number of Classes 8	148	212
Independent uses	15	15
Special Events & Meetings	12	12
Foreign Visitors & Out of Towners	2	2
	177	241

October 1979	users	uses
Number of Classes 16	282	659
Independent uses	242	242
Special Events & Meetings	423	486
Foreign Visitors & Out of Towners	17	17
	964	1,404

November 1979	users	uses
Number of Classes 20	357	674
Independent uses	275	275
Special Events & Meetings	136	198
Foreign Visitors & Out of Towners	39	39
	807	1,186

December 1979	users	uses
Number of Classes 15	269	546
Independent uses	220	220
Special Events & Meetings	300	342
Foreign Visitors & Out of Towners	15	15
	804	1,123

January 1980	users	uses
Number of Classes 12	210	321
Independent uses	191	191
Special Events & Meetings	156	213
Foreign Visitors & Out of Towners	20	20
	577	745

Statistics
September 1979 - May 1980

Record of Attendance

February 1980	users	uses
Number of Classes 15	262	654
Independent uses	224	224
Special Events & Meetings	121	136
Foreign Visitors & Out of Towners	25	25
	632	1,039

March 1980	users	uses
Number of Classes 21	356	888
Independent uses	269	269
Special Events & Meetings	113	119
Foreign Visitors & Out of Towners	62	62
	800	1,338

April 1980	users	uses
Number of Classes 14	247	679
Independent uses	245	245
Special Events & Meetings	75	75
Foreign Visitors & Out of Towners	20	20
	587	1,606

May 1980	users	uses
Number of Classes 10	179	732
Independent uses		
Special Events & Meetings	104	145
Foreign Visitors & Out of Towners		

The following people attended the Workshop Center: Students, Student Teachers, New York City Public School and Private School Teachers, Day Care Centers Personnel, Head Start Personnel, Students and Classes from other Colleges, Children, Classes of New York City School children, Paraprofessionals, Parents, Principals, Administrators, Visitors from other Teacher Centers and out of town schools, Foreign Visitors.

PEOPLE SERVED, 1972-1981

Regular Workshop Center program

5000 participants and visitors annually, on average
1400 City College students annually, on average

Summer Institutes, from 1971

40 participants annually, on average = 400

Dissemination

1000 subscribers to quarterly journal, Notes, 1972-1979 (ceased publication)
2000 circulation of monthly calendar, 1972-1979, including to all schools in the N.Y.C. area
2500 circulation of term calendar, 1979-81, including to all schools in the N.Y.C. area

Publications (see list)

Documentation, video-tapes, films, and curriculum documents available from the Center

Conferences

"Roots of Open Education in America," 1975
-500 in attendance
-Proceedings published as a book distributed by WC

"10 Years of Open Education," 1978
-350-500 in attendance over two days in schools and at WC
-Excerpts from proceedings published as Changing Schools and distributed through the WC

"Breadth and Depth in Children's Learning," Spring Institute, 1979, with Eleanor Duckworth
-100 in attendance
-Talk published and distributed through WC

Spring Institute, 1980, with Lois Barclay Murphy
-100 in attendance
-Talk to be published and distributed through WC

FUNDING SOURCES

Current Sources

City College of New York

Noyes Foundation, for special workshop series

Individual, special-purpose contributions

Past Sources, in chronological order

City College of New York

Vinmont Foundation

New York State Urban Education Fund

Ford Foundation

Alida Rockefeller Fund

Title III, ESEA

Central Board of Education, New York City:
-Chancellor's Fund (Dr. Harvey Scribner)
-Learning Cooperative

Noyes Foundation

Whitney Fund

National Institute of Education

Far West Laboratory for Education Research & Development: Teachers' Centers Exchange

Board of Education, New York City: Districts 2, 3, 4, 5 (funding for advisors connection with the Advisory Service)

National Endowment for the Arts

National Endowment for the Humanities

Bilingual Teacher Corps (for use of WC as resource)

Day Care Training Project (for use of WC as resource)

Publications

LEARNING IN BREADTH AND DEPTH, Eleanor Duckworth, 30 pp. $2.50.

CONTINUITY AND CONNECTIONS IN CURRICULUM, Beth Alberty with Lillian Weber, 86 pp. A report of a study of 5 open classrooms. $3.50

CHANGING SCHOOLS: OPEN CORRIDORS AND TEACHER CENTER, Ruth Dropkin (ed.), 70 pp. The first 10 years of Open Education in New York City public schools. $3.50

BRONSON ALCOTT AND HENRY DAVID THOREAU: PIONEERS IN OPEN EDUCATION, Georgia Delano, 20 pp. Monograph documenting their advanced ideas on education. $1.00

TEACHER AS LEARNER, Ruth Dropkin (ed.), 58 pp Highlights of work at WCOE Summer Institutes. Illustrated. $3.50

ROOTS OF OPEN EDUCATION IN AMERICA, Ruth Dropkin, Arthur Tobier (eds.), 201 pp. Reminiscences and reflections on the ways Americans have educated themselves, in and out of schools. Bibliography. Illustrated. $5.00

TEACHERS WITH CHILDREN: CURRICULUM IN OPEN CLASSROOMS, Ruth Dropkin (ed.), 68 pp. Examples of work in reading, math, social studies and science, Grades 1-6. Illustrated. $3.50

THE OPEN EDUCATION ADVISOR, Beth Alberty, Ruth Dropkin (eds.), 92 pp. Training, role and function of advisors to the Open Corridor Program. Descriptions of specific help to teachers. $3.50

RECOLLECTIONS OF A ONE-ROOM SCHOOLHOUSE, AN INTERVIEW WITH MARIAN BROOKS, 20 pp. The sponsor of the first Open Corridor talks about her experiences as a teacher in rural New England, 50 years ago. $0.75

I LIKE THE WAY I AM RIGHT NOW, Jose Luis Pizarro, 40 pp. A fifth-grader writes about his feelings for his class, his teacher, his family and his future. Illustrated. $0.50

THE WORKSHOP CENTER SAMPLER, Ruth Dropkin (ed.), 86 pp. Selections from work by Workshop Center staff and participants, covering all aspects of open education. Resource lists. Illustrated. $2.00

TEACHING BILINGUAL CHILDREN, Arthur Tobier (ed.), 54 pp. Anthology dealing with key issues and partical problems in bilingual education. $2.00

SCIENCE IN THE OPEN CLASSROOM, Ruth Dropkin (ed.), 50 pp. Approaches to and samples of science teaching in the elementary school. Resource lists. Illustrated. $1.50

EVALUATION RECONSIDERED, Arthur Tobier (ed.), 78 pp. Discussion and samples of methods, including Teachers' Guide for diagnosis and assessment of reading skills, Grades 1-2. $2.00

EXPLORATIONS OF VISUAL PHENOMENA, Eleanor Dimoff, 18 pp. A curriculum for young children, integrating math, art, science. Illustrated. $0.75

READING FAILURE AND THE TESTS, Deborah Meier, 38 pp. An analysis of current reading tests: their content, aims, impact. $0.75

FIRST YEAR EVALUATIVE STUDY OF THE WORKSHOP CENTER, Educational Testing Service, 92 pp. An account of the Center's operations, clientele, staffing. $1.00

THE OPEN CORRIDOR PROGRAM, Handbook for Parents, 12 pp. Ten questions and answers about Open Corridor reorganization. Illustrated. Also available in Spanish as EL PROGRAMA DEL CORREDOR ABIERTO. $0.50

NOTES FROM WORKSHOP CENTER FOR OPEN EDUCATION, Quarterly journal. One-year subscription Fall-Summer, $5.00 (overseas and Canada, $6.00); single issues, $1.50; back issues, $0.75; CUMULATIVE INDEX, Vols. 1-8. $1.00

CALENDAR, Monthly. Activities, workshops, special events at the Center. Free

THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION, Lillian Weber. Prentice-Hall. $6.95

Order Form

_____Continuity & Connections, $3.50
_____Changing Schools, $3.50
_____Bronson Alcott & Henry David Thoreau, $1.00
_____Teacher as Learner, $3.50
_____Roots of Open Education in America, $5.00
_____Teachers with Children, $3.50
_____The Open Education Advisor, $3.50
_____Recollections, $0.75
_____I Like the Way I Am Right Now, $0.50
_____The Workshop Center Sampler, $2.00
_____Teaching Bilingual Children, $2.00
_____Science in the Open Classroom, $1.50
_____Evaluation Reconsidered, $2.00
_____Explorations of Visual Phenomena, $0.75
_____Reading Failure and the Tests, $0.75
_____First Year Evaluative Study, $1.00
_____The Open Corridor Program, $0.50
_____El Programa del Corredor Abierto, $0.50
_____NOTES, $5.00 (overseas/Canada $6.00);
_____Single issue $1.50; back issue $0.75 (specify)
_____Cumulative Index, $1.00
_____Monthly Calendar, free

Please make checks or money orders payable to the WORKSHOP CENTER FOR OPEN EDUCATION. Foreign checks must be marked 'U.S. Dollars.'

NAME AND ADDRESS: _____
(please print)

_____

_____ ZIP

CURRENT STAFF

Regular staff working on City College funding

Lillian Weber, Director and Professor of Elementary Education - released ½ time to Workshop Center
Henny Wong, Workshop staff and administrative aide - full-time

City College faculty released for 1 workshop period/week

Ruth Grossman
Kristina Leeb-Lundberg
Anne Peskin
Van Richardson
Bessie Watkins-Mincy

Advisor working on Noyes Foundation funding, 1 day/week

Wilma Heckler

Policy Board members volunteering for specific work

Betty Burrell
Joan Carney
Carole Mulligan
Diane Mullins
Carlos Rodriguez
Cynthia Spalding, Administrative assistant to Policy Board

Former staff and teachers volunteering for workshops

Stan Chu
Sherrin Hersch
Nancy Schaffer

Teachers and advisor funded by Bilingual Teacher Corps, 1 workshop/week

Wilma Heckler
Lucy Matos
Paul Mendez

City College student work-study aides

A REPRESENTATIVE STAFF, 1974-1975

Advisory Circle members working on regular Board of Education lines:

Bonnie Brownstein - Science and Open Education Advisor, District 4
Elsie Cooper - Open Education Coordinator - District 13K
Geneva Dunbar - Reading Coordinator, District 5
Jack Isaacs - Principal, JHS 118
Elsa Lurie - Principal, P.S. 171M
Deborah Meier - Director, Central Park East School, District 4
Eunice Morrison - Reading Coordinator, District 13
Norma Nurse - Early Childhood Coordinator, District 3
Lia Ramos - Bilingual Coordinator, District 20
Sylvia Rosenthal - Advisor, transitional classes, Central Board
Tina Thomas - Principal, P.S. 12R
Agnes Violenus - Assistant Principal, P.S. 87M

Advisory Circle members working with other groups:

Sister Annette - Archdiocese of New York
Celia Houghton - Greenwich Teachers' Center
Judith Pasamanick - Bank St. College of Education
Arthur Tobier - Editor, URBAN REVIEW

Advisors funded by Title III

David Bole - Workshop Center and curricular workshops in schools
Stanley Chu - Workshop Center and curricular workshops in schools
Evangeline Richardson - Workshop Center and P.S. 163
Nancy Schaffer - Workshop Center and P.S. 75
Marian Brooks - Workshop Center (1 day weekly) and P.S. 163

Advisors funded by N.I.E.

Ann Hazlewood - P.S. 75, 145
Martha Norris - P.S. 75, 84 (1 day weekly)
Theodora Polito - P.S. 84, 144 (4 days weekly)

Advisors funded by District 3 (Title I)

Howard Berger - P.S. 84, 163, 166
Elli Dumont - P.S. 166, 191
Claritha Osborne - P.S. 84, 87, 144

Advisors funded by District 2

Blossom Gelernter - Open Education Coordinator
Marta Vega - P.S. 40, 42

Advisors funded by Ford Foundation

Georgia Delano - (transitional coordinator and documentor, ½ time)
Alicia Montalvo - P.S. 84, 75 and 87

Advisors funded part-time by Alida Rockefeller Fund

Wilma Heckler - full-time intern studying supervision, funded 1 day weekly, P.S. 75, 84
Francine Motola - P.S. 145 (½ time)

Advisors now on City College faculty and assigned to supervision of Open Corridor classrooms or the Workshop Center on a regular basis

Catherine Molony - Supervisor of student teachers in reading, P.S. 166
Martha Norris - Supervisor of student teachers, P.S. 75, 84
Etta Proshansky - Open Education Advisor with TTT
Lillian Weber - Workshop Center

Other City College faculty assigned to the Workshop Center on a regular basis

Jean Mandelbaum, Loren Weybright, total 2 2/3 faculty time released to Workshop Center

Experienced teachers released 1973-74 funded by the Chancellor's Fund for Advisory training and in 1974-75 by regular school positions as part-time advisors, part-time teachers

Virginia Cramer - P.S. 75
Tanya Kaufman - P.S. 166
Esther Rosenfeld - P.S. 75

Howard Budin was released for training 1973 and now has a full-time teaching position, District 4 Central Park East School.